CHAPTER -5
SUMMARY, FINDINGS, CONCLUSIONS, SUGGESTIONS
AND EDUCATIONAL IMPLICATIONS,

V.1 INTRODUCTION
After having presented the data analysis and data interpretation the researcher reach to conclusion through the comprehensive and elaborative depiction of the setting that emerged from the process done in the last chapter. In this chapter the researcher presents the summary, major findings, suggestion on the basis of findings, educational implications and suggestions for the further studies. This chapter gives an idea about whole research work carried out by the researcher in a summarized form.

V.2 SUMMARY
V.2.1 CONCEPTUAL FRAMEWORK
Professional course: - An Outlook
A professional course or a degree prepares a person for a particular profession by emphasizing skills and practical analysis over theory and research. Most but not all of the professions associated with professional degrees are licensed professions.

Professional degree
Professional degree is an academic degree designed to prepare the holder for a particular career or profession, fields where scholarly research and academic activity are not the work, but rather the practice of a profession or vocation for his or her livelihood.

Different types of professional education in India
1. Management Education
2. Engineering Education
3. Medical Education
4. Teacher Education and various others like law, accounts, nursing, psychology, therapist, pharmacist etc.
Admissions in professional courses in different institution in India

It has been observed that a large number of students are taking admission in various professional courses now-a-days. Following is the list of some entrance exams to take the admissions in the above professional courses-

- **Engineering Entrance Exams:** JEE - Joint Entrance Examination, AIEEE - All India Engineering / Pharmacy / Architecture Entrance Examination, PET - Engineering entrance tests of Indian states and others at private institutional level.

- **Medical Entrance Exams:** All India Pre-Medical/Pre-Dental Entrance Exam, AICEE - All India Common Entrance Examination, PMT - Medical entrance tests of Indian states, medical test of armed force.

- **Management Entrance Exams:** CAT - Common Admission Test, MAT - Management Aptitude Test, RMAT - Rajasthan Management Aptitude Test, SNAP - Symbiosis National Aptitude Test

- **Pre Teachers Entrance exams (PTET):** B.Ed/M.Ed Entrance Examination, University level of teacher training Entrance Examination, IGNOU B.Ed Entrance, PTET on state level

Professional Courses as career

One of the major concerns for young generation in our society is selection of the appropriate and suitable occupational/professional course according to their abilities and interests which ultimately may provide a satisfactory earnings for their livelihood as well as giving them a sense of success thus students want to select professional courses instead of plain academic degree courses for the following reasons

- **Professional Training:** There is a vast difference to have been trained generally as having been trained professionally.

- **Business Training:** Professional courses help a person to make him or her understand that how they select their industries or business. It helps to identify how a particular profession works in a particular industry and hence enables the student to be *industry ready* in the process.
• **Lower Training Expense:** Today, organizations spend a huge amount of money for giving training and developing an individual towards perfection for assigned job-roles. This training is both in soft skills as well as for knowledge.

• **Advanced Course Work:** The course work and course details, at the same time as enrolling for a professional course is such that it does not superficially and easily take through the particular subject. The course work and the construction of the course work profitable to the person and enable to get a thorough and advanced insight into the particular profession. Hence, professionally trained individuals have a better opportunity in grabbing the desirable job.

• **Job Supporting Skills:** As it is said earlier, professionally trained individuals have a better opportunity in grabbing the jobs in demand. This opportunity arises, as the professional or the student, is trained not only on a student level but also at a professional level, so that he or she is highly competent on the given job.

• **Networking Opportunity:** When anyone enrolls for a professional course, the advanced course work demands accumulations and addition into various course-related discussions online. This in turn helps the student to network with relevant groups and individuals from his or her chosen field. Networking results in understanding real time problems and solutions for their professional growth as well as overall development.

Professional courses: loosing importance day by day.

According to news download through the web address engineering.careers360.com 30000-seats-vacant-rajasthan-technical-university-RTU as well as news papers of Times of India and Dainik Bhaskar-

• 30,000 seats vacant in the Rajasthan Technical University (RTU) for session 2012-13
• Rajasthan Engineering Colleges be short of Number of Students, for session 2012-13
• Out of 89675 seats of PTET only 69131 have been reported till now.
Here representing some Readers' opinions (Jaipur):  

Source - Timesofindia.indiatimes.com for this crucial situation to know their perception regarding this vanishing situation of different professional courses as a problem faced by many students.

- Chhavi on 26 Jul, 2012 12:05 PM posted that *No one wants to join small colleges. Every one want to be IIT-ian or NIT-ian.. For this they can wait for year or 2.*

- Pallavi (PL) on 26 Jul, 2012 10:12 AM posted that Quality is supreme in education and not quantity.

- K P Sivaprasadan (Palakkad) on 26 Jul, 2012 10:00 AM 

*Students does not prefer RTU because the results are not declared in time, thus putting students in pressure state of confusion and also some students have lost and missed opportunities of job offer due to the late results & late receipt of their marks sheet. RTU have to improve drastically on their services to the students, parents & to the society.*

Thus, all above discussion leads to a result that only to get admissions in the professional colleges are not sufficient. After taking the admissions in the college, student of a professional course do require a proper guidance time to time for solving and discussing their educational, personal and vocational problems. They also require personal, educational and vocational guidance at college level.

**Problems of students in professional courses**

Every individual male or female has different types of problems during his life span form infancy to his death. These problems vary with personality characters, age, sex, environment, family background, social status, community etc. Some problems may be inherited by the children from their parents and other members of family which are prolonged throughout the life. The problems related to infancy and childhood stages are mostly related to Physical growth, speed and pattern of development, individual differences, motor development, cognitive/Intellectual development, social-emotional development etc. The problems related to adolescence as well as adulthood are basically related to their home, school, college and society.
Common problems during this phase of age are body image, pimples, complexion, eating disorders, body changes, moodiness, touchiness, anger, hypersensitivity, feeling of rebel, crushes, infatuation, day dreams personality. School or college related problems for students may be educational, vocational and personal for any male or female student. They may be about strict teachers, partial treatment, school or college atmosphere, not acceptable classmates, poor marks, and too much homework or assignments, and no co-curricular participation, long school or college hours. Society related problems like gender bias, caste related problems, Generation gap, orthodox practices, repressive atmosphere, over expectations, lack of friends etc. Some examples of common types of problems of students belong to any course or streams are mentioned below:

Problems related to Study, Money, Home sickness, Depression & Stress, Health conditions, Friends, Family, Faculty member side problems, selection of a career or vocation, unemployment, Educational problems, Vocational problems, Personal problems, problems related to Personality, sex/ gender difference and their institutional environment.

The present study has focused the educational, vocational and personal problems of students of various professional courses in relation to their Personality Characteristics, Sex and Institutional Environment. The efforts also made to summarize the effect of duration of course and eligibility criteria on their different problems.

V.2.2 **JUSTIFICATION OF THE PROBLEM**

The nature of the problems varies at every stage of life and differs accordingly age, sex, environment around the person, family, peer group, occupation, achievements etc. These are the factors which affects both its type and nature of the problem. Students who take the admission in the different discipline of professional courses like medical, engineering, management and education, of their choice and now have started to build their professional attitude accordingly. Parent’s decision is also present in their decision along with their own wish. Medical, engineering, management and education are most demanding courses today at present time. In spite of that various students who take the admissions in these fields are not interested to continue the
course or even make their career in this field. They are not able to continue further with the same line of their own choice at the end of the course. In spite of availability of various seats many seats have been leaving vacant from last 2-3 years. One more important issue which cannot be ignored that some of these professional programme like management, engineering, medical, teacher education run by colleges these days is finding it hard to retain its demand in the recent market as they are producing unsatisfied lot of students. One more aspect of student’s problems is recently coming more up. From the last few years various news papers are reporting to the news related to the students of different disciplines of professional education. The news headlines are related to admissions, results, dropouts, stealing, robbery, depression, anxiety stress and suicidal cases and other educational, vocational and psychological problems. So, this does mean that after taking the admissions in various professional streams or after deciding their professional path students of professional courses are still facing a variety of educational, personal and vocational problems. They might be due to personality characteristics, sex and institutional environment, duration of course and eligibility criteria.

During the search for the studies related to topic, many studies reported till now related to the problems of the students at school level as well as college and university level.

- Malik studied on Self-Disclosure, Self-Acceptance, and Anxiety among College Students. (1)
- Narinderbal studied on certain Personality, and Demographic correlates of Sex Role Attitudes amongst College Female Students. (2)
- Tripathi studied adjustment Problems of Undergraduates of Varanasi Division.(3)
- Arora reported his work on problems of students of professional courses of medicines, law, engineering and education in relation to their personality factors and found that, personality characteristics play a significant role in predicting professional success and problems are different according to different traits of students of different professional courses. (4)
Mowji reported his work on educational and vocational problems of higher secondary students of greater Bombay and concluded that in absence of guidance, junior college students faced educational and vocational problems. (5)

Annamma concluded that a majority of the college students were conformists, with a stable system of values, and without rebellious tendencies. (6)

Joshi concluded for the Classroom Climate and Methods of Teaching adopted by Indian Universities (7)

**Studies and work conducted in abroad**


Though, lots of work has been done related to the problem of students of school going children, college students, universities students as well as students of professional courses. But little work has been reported yet regarding this research study. So, a direction has been found to select this research problem for the Ph.D. work.

**V.2.3 STATEMENT OF THE PROBLEM –**

"An investigation into the Problems of Students of Different Professional Courses in Context to their Personality Characteristics, Sex and Institutional Environment"
V.2.4 **OBJECTIVE OF THE STUDY**

1) To study the problems of students studying in different professional courses in context to their: (1) Personality characteristics (2) Sex (3) Institutional environment.

2) To identify the different types of problems of students studying in different professional courses in context to their: (1) Personality characteristics (2) Sex (3) Institutional environment.

3) To study the various factors responsible for the problems of students studying in different professional courses in context to their: (1) Personality characteristics (2) Sex (3) Institutional environment.

4) To study and identify the problems of students studying in different professional courses after the 10+2 level.

5) To study and identify the problems of students studying in different professional courses after the 10+2+3 level.

6) To study the impact of duration of courses on the problems of students of different professional courses.

7) To suggest a strategic plan for the purpose of students’ welfare in the institutions running the different professional courses.

V.2.5 **HYPOTHESES**

Keeping in view the above objectives of the research study following null hypotheses has been formulated.

1. There is no significant difference between the problems of students studying in different professional courses of Engineering, Medical sciences, Business management and Education in context to their Personality Characteristics.

2. There is no significant difference between the problems of students studying in different professional courses of Engineering, Medical sciences, Business management and Education in context to their Sex difference.

3. There is no significant difference between the problems of students studying in different professional courses of Engineering, Medical sciences, Business management and Education in context to their Institutional Environment.
4. There is no significant difference between the problems of students studying in different professional courses after 10+2 level and 10+2+3 level.

5. Duration of different professional courses does not affect the problems of their students.

V.2.6 TECHNICAL TERMS DEFINED

Problems of students-
In this study problem of students means difficulties related to their educational, vocational & personal field during the course.

Students-
In this study, girls and boys admitted in various professional courses in different universities and colleges.

Professional courses –
A first professional degree is an academic degree that prepares the holder for a particular profession by emphasizing competency skills along with theory and practical’s. These professions are typically licensed or otherwise regulated by a governmental or government-approved body. In this study professional courses means courses related to the field of Engineering, Medical sciences, Business management and Education.

Personality Characteristics-
In this study personality characteristics defined according to the standardized tool constructed by Dr. Manju Agrawal. These are Introversion-Extroversion, self-concept, Independent-Dependent, Temperament, Adjustment, and Anxiety.

Institutional Environment— In this study institutional environment means: {Of universities and colleges} (1) Physical environment: The environment of any institution can be described with its location infrastructure of the building, facilities provided in the institution (hostels, visiting room, sick room, tutorial room, classroom, common-room, seminar hall, auditorium, visiting room, guest house, labs, library, conveyance, mess/canteen, medical facilities, and stationary shops including fax, photocopy, STD, gym, playground and other entertainment. Human Resources:
Management staff, administrative staff, academic staff, office staff and fourth class employees etc.

**SEX:** Male and female students studying in various disciplines of professional courses i.e. engineering, medical, management and education

### V.2.7 VARIABLES

**Independent variables:** Personality characteristics. Sex Institutional environment

**Dependent variable:** Problems of the students of professional courses

### V.2.8 POPULATION FOR THE STUDY

Students of professional courses of Engineering, Medical, Management and Education of Rajasthan state

### V.2.9 SAMPLE

Tools had been administered on proposed sample of 400 male and 400 female students but actual respondents after rejection of unfilled and incomplete forms as well as received forms, actual sample is as follows

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Professional institutions of Jaipur district running the courses</th>
<th>Number of institutes</th>
<th>No. of Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1.</td>
<td>Education (ED)</td>
<td>5</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>2.</td>
<td>Engineering (EN)</td>
<td>5</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>3.</td>
<td>Medical science (MD)</td>
<td>3</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>4.</td>
<td>Business management (MN)</td>
<td>5</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>18</td>
<td>240</td>
<td>240</td>
</tr>
</tbody>
</table>

### V.2.10 SAMPLING

1. *Purposive sampling*— as this sampling method involves purposive or deliberate selection of particular units of the universe for constituting a sample which represents the universe thus it is used for the selection of four courses i.e. education, engineering, medical science and business management from different available professional courses in Rajasthan for the study

2. *Random sampling*— In simple random sampling every member of the population has probability of coming into the sample and it is least biased of all sampling techniques. It can be easily used with large sample size. In this
study, institution running professional courses of ED, EN MD, MN and their respective students has been selected randomly.

V.2.11 NATURE OF DATA - Both types of Qualitative and Quantitative data is used in the study.

V.2.12 TOOLS AND TECHNIQUES

Following table is presenting about the different types of tools had been used in the present study in a consolidate style.

<table>
<thead>
<tr>
<th>Name of the tool</th>
<th>code</th>
<th>Type of tool</th>
<th>Administered on</th>
<th>Scheme of analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal data blank</td>
<td>T1</td>
<td>Self--made</td>
<td>students</td>
<td>Qualitative</td>
</tr>
<tr>
<td>Performa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi-dimensional Personality Inventory</td>
<td>T2</td>
<td>Standardized</td>
<td>students</td>
<td>Quantitative</td>
</tr>
<tr>
<td>prepared by Dr. Manju Agarwal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem checklist</td>
<td>T3</td>
<td>Self-made</td>
<td>Students</td>
<td>Quantitative</td>
</tr>
<tr>
<td>Checklist for institutional environment</td>
<td>T4</td>
<td>Self-made</td>
<td>students</td>
<td>Quantitative</td>
</tr>
<tr>
<td>Observation Schedule</td>
<td>T5</td>
<td>Self-made</td>
<td>Self-observed</td>
<td>Qualitative</td>
</tr>
<tr>
<td>Interview (Structured)</td>
<td>T6</td>
<td>Self-made</td>
<td>students</td>
<td>Quantitative &amp; qualitative</td>
</tr>
<tr>
<td>interview (Focus group discussion)</td>
<td>T7</td>
<td>Self-made</td>
<td>Group of experienced and young Teachers of selected course</td>
<td>Qualitative</td>
</tr>
</tbody>
</table>

For the present study reliability of problem-checklist of problems of students was established by split–half method. For getting the reliability coefficient of the checklist it was administered to a sample of 200 students of different professional courses. In the sample, students of different professional courses have been randomly selected. Split of reliability for the checklist is .86 and content validity has been also established.
V.2.13 STATISTICAL TECHNIQUES - ANOVAs, t-test and percentage has been used to analyze the data for the research study.

V.2.14 DELIMITATIONS OF THE PRESENT STUDY

- Institutions were selected from Jaipur district only.
- Students were selected from selected professional courses in the integrated form not from branches wise of their respective courses.
- All the students including males and females were selected randomly from first year to final year of their respective courses.
- Regular students of the professional courses were selected for the proposed study.
- Students of correspondence courses and part time courses were not the part of study.
- Dimension of personality for different groups of professional courses from the Multidimensional Personality Inventory prepared by Dr. Manju Agarwal has been selected according to following table and that aspect of personality dimension is examined in which maximum numbers of students are present.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Group</th>
<th>Dimension</th>
<th>Dimension examined</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ED-EN</td>
<td>Extroversion – Introversion (A)</td>
<td>Ambivert</td>
</tr>
<tr>
<td>2</td>
<td>ED-MD</td>
<td>Self – Concept (B)</td>
<td>High self-concept</td>
</tr>
<tr>
<td>3</td>
<td>ED-MN</td>
<td>Dependency / Independency (D)</td>
<td>High independent</td>
</tr>
<tr>
<td>4</td>
<td>EN-MD</td>
<td>Temperament (C)</td>
<td>Good temperament</td>
</tr>
<tr>
<td>5</td>
<td>EN-MN</td>
<td>Adjustment (Y)</td>
<td>Good adjustment</td>
</tr>
<tr>
<td>6</td>
<td>MD-MN</td>
<td>Anxiety (R)</td>
<td>Moderate anxiety</td>
</tr>
</tbody>
</table>

V. 3 MAJOR FINDINGS

RELATED TO PART-A- ANOVAs BASED

Conceptual hypothesis

V.A There is no significant difference between the problems of students studying in different professional courses in context to the following areas of their problems.

1. Educational problems
2. Personal problems
3. Vocational problems

For above conceptual hypothesis for part-A, total- 3 (A.1 A.2 & A.3) operational null hypotheses have been prepared for their testing.

**Operational hypothesis**

V. A There is no significant difference between the educational, personal and vocational problem of students studying in education, engineering, medical science and business management courses.

**Table-5.77**

Analysis of variance for groups on E, P, V problems

<table>
<thead>
<tr>
<th>Groups- ED, EN, MD, MN</th>
<th>N- 480 - (120 each group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypo</td>
<td>Problem area</td>
</tr>
<tr>
<td>IVA.1</td>
<td>educational</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value at 0.05(df-3) =2.63
Table value at 0.01(df-3) =3.82

<table>
<thead>
<tr>
<th>Groups- ED, EN, MD, MN</th>
<th>N- 480- (120 each group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypo</td>
<td>Problem area</td>
</tr>
<tr>
<td>IVA.2</td>
<td>Personal</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value at 0.05(df-3) =2.63
Table value at 0.01(df-3) =3.82

<table>
<thead>
<tr>
<th>Groups- ED, EN, MD, MN</th>
<th>N- 480- (120 each group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypo</td>
<td>Problem area</td>
</tr>
<tr>
<td>IVA.3</td>
<td>Vocational</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value at 0.05(df-3) =2.63
Table value at 0.01(df-3) =3.82
A.1 There is a significant difference between the educational problems of students studying in education, engineering, medical science and business management courses.

A.2 There is a significant difference between the personal problems of students studying in education, engineering, medical science and business management courses.

A.3 There is very large significant difference between the vocational problems of students studying in education, engineering, medical science and business management courses.

**Discussion**

Hence, all three formulated hypotheses related to educational, personal and vocational problems of students studying in education (ED), engineering (EN), medical science (MD) and business management (MN) courses have been rejected as ‘F’ value shows a significant difference in the above tables. It is concluded on the basis of ANOVAs that students of selected professional courses ED, EN, MD and MN is facing E, P and V problems between the groups as well within the groups.

**RELATED TO PART-B - ‘t’ TEST BASED**

**Section-1-On the basis of hypothesis**

- *Criteria-I- problems in context to personality characteristics*

**Conceptual hypothesis**

I. There is no significant difference between the problems of students studying in different professional courses in context to their following personality characteristics

- V.I.1 Ambivert
- V.I.2 High Self-concept
- V.I.3 High Independent
- V.I.4 Good Temperament
- V.I.5 Good Adjustment
- V.I.6 Moderate Anxiety
Operational hypothesis

For above conceptual hypothesis for criteria- I, total 18 operational null hypothesis have been prepared and reported in chapter-4 of the thesis by keeping the following sequence-

I. There is no significant difference between the educational, personal and vocational problems of students studying in ED, EN, MD and MN courses in context to their following personality characteristics

- V.I.1 Ambivert - (H-V.I.1.1, V.I.1.2, V.I.1.3)
- V.I.2 Self-concept- (H-V.I.2.4, V.I.2.5, V.I.2.6)
- V.I.3 Independent-Dependent- (H-V.I.3.7, V.I.3.8, V.I.3.9)
- V.I.4 Temperament- (H-V.I.4.10, V.I.4.11, V.I.4.12)
- V.I.5 Adjustment - (H-V.I.5.13, V.I.5.14, V.I.5.15)

**Dimension** - Ambivert, **Groups** - ED-EN

**Table 5.78**

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Personality characteristic</th>
<th>course</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>t-value cal</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.I.1.1</td>
<td>Ambivert</td>
<td>ED</td>
<td>94</td>
<td>29.12</td>
<td>5.92</td>
<td>2.61</td>
<td>3.86</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EN</td>
<td>102</td>
<td>25.21</td>
<td>8.15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Educational problems**

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Personality characteristic</th>
<th>course</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value Tab</th>
<th>t-value cal</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.I.1.2</td>
<td>Ambivert</td>
<td>ED</td>
<td>94</td>
<td>27.69</td>
<td>6.36</td>
<td>2.61</td>
<td>8.13</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EN</td>
<td>102</td>
<td>17.77</td>
<td>10.38</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Vocational problems**

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Personality characteristic</th>
<th>course</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>t-value cal</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.I.1.3</td>
<td>Ambivert</td>
<td>ED</td>
<td>94</td>
<td>33.54</td>
<td>7.24</td>
<td>2.61</td>
<td>10.04</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EN</td>
<td>102</td>
<td>21.00</td>
<td>10.10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value at 0.05(df-194) = 1.97
Table value at 0.01(df-194) = 2.61

V.I.1.1 Group of ambivert students of education course is facing more educational problems than engineering ambivert students.

V.I.1.2 Group of ambivert students of ED is facing more personal problems than EN ambiverts.
V.I.1.3 Ambivert students of ED are facing more vocational problems than EN ambiverts

Therefore, all three null hypotheses related to educational, personal and vocational problems of ambivert students of ED and EN courses are rejected as ‘t’ value shows a significant difference in the above tables.

**Dimension:** Self-concept, **Groups:** ED-MD

### Table 5.79

**E, P, V problems of students of high self-concept studying in education and medical science**

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Personality characteristic</th>
<th>course</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>V.I.1.4</strong></td>
<td>High Self-concept</td>
<td>ED</td>
<td>94</td>
<td>29.53</td>
<td>5.83</td>
<td>2.61</td>
<td>6.16 Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MD</td>
<td>103</td>
<td>23.64</td>
<td>7.54</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>V.I.1.5</strong></td>
<td>High Self-concept</td>
<td>ED</td>
<td>94</td>
<td>28.15</td>
<td>6.49</td>
<td>2.61</td>
<td>9.83 Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MD</td>
<td>103</td>
<td>18.76</td>
<td>6.92</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>V.I.1.6</strong></td>
<td>High Self-concept</td>
<td>ED</td>
<td>94</td>
<td>28.14</td>
<td>6.48</td>
<td>2.61</td>
<td>18.10 Significant at 0.01 level</td>
</tr>
<tr>
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<td></td>
<td>MD</td>
<td>103</td>
<td>18.75</td>
<td>6.91</td>
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</tr>
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</table>

Table value at .05(df-195) = 1.97
Table value at .01(df-195) = 2.61

V.I.1.4 Students of education with High self-concept are facing more educational problems than the students of high self-concept of medical science.

V.I.1.5 Students of education with High self-concept are facing more educational problems than the students of high self-concept of medical science.

V.I.1.6 Students of education with High self-concept are facing more educational problems than the students of high self-concept of medical science.

Therefore, all three null hypotheses related to educational, personal and vocational problems of students of high self-concept studying in education and medical science courses are rejected as ‘t’ value shows a significant difference in the above tables.
Dimension - High Independent, Groups - ED-MN

Table 5.80
E, P, V problems of students of high independent studying in education and business management

**Educational problems**

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Personality characteristic</th>
<th>course</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.I.1.7</td>
<td>High Independent</td>
<td>ED</td>
<td>100</td>
<td>29.35</td>
<td>5.61</td>
<td>2.61</td>
<td>0.82 Insignificant</td>
</tr>
<tr>
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<td></td>
<td>MD</td>
<td>86</td>
<td>28.47</td>
<td>8.26</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Personal problems**

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Personality characteristic</th>
<th>course</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.I.1.8</td>
<td>High Independent</td>
<td>ED</td>
<td>100</td>
<td>28.48</td>
<td>6.05</td>
<td>2.61</td>
<td>6.68 Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MD</td>
<td>86</td>
<td>20.00</td>
<td>10.30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Vocational problems**

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Personality characteristic</th>
<th>course</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.I.1.9</td>
<td>High Independent</td>
<td>ED</td>
<td>100</td>
<td>34.61</td>
<td>7.02</td>
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<td>4.87 Significant at 0.01 level</td>
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<tr>
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<td></td>
<td>MD</td>
<td>86</td>
<td>28.74</td>
<td>9.04</td>
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<td></td>
</tr>
</tbody>
</table>

Table value at .05(184) = 1.97
Table value at .01(184) = 2.61

**V.I.1.7** The educational problems of students of high independent studying in education and business management course do not differ significantly.

**V.I.1.8** High Independent students of education (ED) course are facing more personal problems than High Independent students of business management (MN) course.

**V.I.1.9** High Independent students of education (ED) course are facing more vocational problems than High Independent students of business management (MN) course.

So, one hypothesis related to educational problem is accepted and other two hypotheses related to personal and vocational problems of the students of high independence studying in education and business management course are rejected as ‘t’ value shows a significant difference in the above tables.
**Dimension** - Good Temperament, **Groups** - EN-MD

### Table 5.81

E, P, V problems of students of good temperament studying in engineering and medical science courses

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Personality characteristic</th>
<th>course</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>t-value cal</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.I.1.10</td>
<td>Good Temperament</td>
<td>ED</td>
<td>86</td>
<td>25.66</td>
<td>7.75</td>
<td>1.97</td>
<td>2.17</td>
<td>significant at 0.05 level</td>
</tr>
<tr>
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<td></td>
<td>MD</td>
<td>79</td>
<td>23.05</td>
<td>7.72</td>
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</tbody>
</table>

**Personal problems**

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Personality characteristic</th>
<th>course</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>t-value cal</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.I.1.11</td>
<td>Good Temperament</td>
<td>ED</td>
<td>86</td>
<td>19.58</td>
<td>10.10</td>
<td>2.62</td>
<td>0.56</td>
<td>Insignificant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MD</td>
<td>79</td>
<td>18.82</td>
<td>7.14</td>
<td></td>
<td></td>
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</tbody>
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**Vocational problems**

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Personality characteristic</th>
<th>course</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>t-value cal</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.I.1.12</td>
<td>Good Temperament</td>
<td>ED</td>
<td>86</td>
<td>22.63</td>
<td>9.64</td>
<td>2.62</td>
<td>5.65</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MD</td>
<td>79</td>
<td>14.98</td>
<td>7.68</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value at .05(df-163) =1.97
Table value at .01(df-163) =2.62

V.I.1.10 The educational problems of student of good temperament studying in engineering course are more than the students of medical science course.

V.I.1.11 The personal problems of students of good temperament studying in EN and MD courses do not differ significantly.

V.I.1.12 The vocational problems of students of good temperament studying in EN course are more than the MD course.

So, three hypotheses related to educational, personal and problems are accepted and one hypothesis related to vocational problem of the students of good temperament studying in EN course and MD course is rejected as ‘t’ value shows a significant difference in the above tables.

**Dimension** - Good Adjustment, **Groups** - EN-MN

### Table 5.82

E, P, V problems of students of good adjustment studying in engineering and business management courses

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Personality characteristic</th>
<th>course</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>t-value cal</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.I.1.13</td>
<td>Good Adjustment</td>
<td>ED</td>
<td>75</td>
<td>25.90</td>
<td>7.47</td>
<td>2.60</td>
<td>0.04</td>
<td>Insignificant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MD</td>
<td>63</td>
<td>25.84</td>
<td>8.85</td>
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</tr>
</tbody>
</table>

Table contd.....
**Personal problems of students of good adjustment studying in engineering and business management course**

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Personality characteristic</th>
<th>course</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>V.I.1.14</strong> Good Adjustment</td>
<td></td>
<td>ED</td>
<td>75</td>
<td>19.90</td>
<td>10.37</td>
<td>2.60</td>
<td>0.79</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MD</td>
<td>63</td>
<td>18.53</td>
<td>9.80</td>
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<td>Insignificant</td>
</tr>
</tbody>
</table>

**Vocational problems of students of good adjustment studying in engineering and business management courses**

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Personality characteristic</th>
<th>course</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>V.I.1.15</strong> Good Adjustment</td>
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<td>ED</td>
<td>75</td>
<td>23.78</td>
<td>9.01</td>
<td>2.60</td>
<td>1.97</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MD</td>
<td>63</td>
<td>26.90</td>
<td>9.40</td>
<td></td>
<td>Insignificant</td>
</tr>
</tbody>
</table>

Table value at .05(136) =1.98
Table value at .01(136) =2.60

**V.I.1.13** The educational problems of student of good adjustment studying in engineering (EN) and business management (MN) course do not differ significantly.

**V.I.1.14** The Personal problems of students of good adjustment studying in engineering (EN) and business management (MN) course do not differ significantly.

**V.I.1.15** The Vocational problems of students of good adjustment studying in engineering (EN) and business management (MN) courses do not differ significantly.

Therefore, all three null hypotheses related to educational, personal and vocational problems of students of good adjustment studying in engineering (EN) and business management (MN) courses are accepted.

**Dimension**: Moderate Anxiety, **Groups**: MD-MN

**Table- 5.83**

**E, P, V problems of students of moderate anxiety studying in medical science and business management course**

**Educational problems**

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Personality characteristic</th>
<th>course</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>V.I.1.16</strong> Moderate Anxiety</td>
<td></td>
<td>MD</td>
<td>105</td>
<td>22.97</td>
<td>7.53</td>
<td>2.60</td>
<td>3.72</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MN</td>
<td>103</td>
<td>27.24</td>
<td>8.91</td>
<td></td>
<td>Significant at 0.01</td>
</tr>
</tbody>
</table>

**Personal problems**

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Personality characteristic</th>
<th>course</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>V.I.1.17</strong> Moderate Anxiety</td>
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<td>MD</td>
<td>105</td>
<td>18.43</td>
<td>6.61</td>
<td>2.60</td>
<td>1.52</td>
</tr>
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<td></td>
<td>MN</td>
<td>103</td>
<td>20.20</td>
<td>9.73</td>
<td></td>
<td>Insignificant</td>
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</table>

Table contd.....
Summary, Findings, Conclusions, Suggestions and Educational Implications

<table>
<thead>
<tr>
<th>Hypo</th>
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<th>course</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>cal</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.I.1.18</td>
<td>Moderate Anxiety</td>
<td>MD</td>
<td>105</td>
<td>14.53</td>
<td>7.23</td>
<td>2.60</td>
<td>12.40</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MN</td>
<td>103</td>
<td>28.33</td>
<td>8.73</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value at .05(206) =1.97
Table value at .01(206) =2.60

V.I.1.16 Students of MN course having moderate anxiety are facing more educational problems than the students of MD course having moderate anxiety.

V.I.1.17 The Personal problems of students having moderate anxiety studying in MD course and business management (MN) course do not differ significantly.

V.I.1.18 Students of MN course having moderate anxiety are facing much more vocational problems than the students of MD course having moderate anxiety.

So, two hypotheses related to educational and vocational problems of students with moderate anxiety studying in medical science and business management course are rejected as ‘t’ value shows a significant difference in the above tables and one hypothesis related to personal problem is accepted.

Discussion

It is concluded on the basis of criteria -1 that Group of ambivert students of education course is facing more E, P, V problems than engineering ambiverts students. Students of education with High self-concept are facing more E, P, V problems than the students of high self-concept of medical science. High Independent students of education (ED) course are facing more P, V problems than High Independent students of business management (MN) course as compare to E problems. The education and vocational problems of students of good temperament studying in EN course are more than the students of MD course as compare to P problems. The E, P, V problems of student of good adjustment studying in engineering (EN) and business management (MN) course do not differ significantly. Students of MN course having moderate anxiety are facing more E and V problems than the students of MD course having moderate anxiety as compare to P problems.
Section-1-On the basis of hypothesis

- **Criteria-II- problems in context to sex (gender difference)**

Conceptual hypothesis-

II. **There is no significant difference between the problems of males and females studying in different professional courses.**

For above conceptual hypothesis total -48 operational hypotheses has been prepared on the basis of following –

IIA - There is no significant difference between educational, personal and vocational problems between the male and female students among the same courses (ED, EN, MD and MN).

(Hypotheses- V.IIA1 to V.IIA12)

V.IIB - There is no significant difference between educational, personal and vocational problems between the female students among the different courses. (ED, EN, MD and MN)

(Hypotheses- V.IIB1 to V.IIB18)

V.IIC - The educational, personal and vocational problems between the male students among the different courses (ED, EN, MD and MN)

(Hypotheses-V.IIC1 to V.IIC18)

Operational hypothesis-

V.II There is no significant difference between the educational, personal and vocational problems of males and females studying in ED, EN, MD and MN professional courses.

**Table- 5.84**

_E, P, V problems of males and females studying in education course_

<table>
<thead>
<tr>
<th>Educational problems</th>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>t-value cal</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.IIA1</td>
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<td>Males</td>
<td>60</td>
<td>26.88</td>
<td>5.39</td>
<td></td>
<td>2.61</td>
<td>4.62</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Females</td>
<td>60</td>
<td>31.31</td>
<td>5.12</td>
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</table>

<table>
<thead>
<tr>
<th>Personal problems</th>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>t-value cal</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
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<td>V.IIA2</td>
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<td>26.58</td>
<td>5.74</td>
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<td>2.61</td>
<td>2.81</td>
<td>Significant at 0.01 level</td>
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<td></td>
<td></td>
<td>Females</td>
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<td>29.61</td>
<td>6.07</td>
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</table>

_Table contd....._
Vocational problems

<table>
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<tr>
<th>Hypo</th>
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<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>t-value cal</th>
<th>level of significance</th>
</tr>
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<td>V.IIA3</td>
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<td>2.19</td>
<td>Significant at 0.05 level</td>
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<td></td>
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</table>

Table value at 0.05 = 1.98
Table value at 0.01 = 2.61, Degree of freedom = 118

V.IIA1 Females studying in education (ED) course is facing more educational problems than males studying in education course.

V.IIA2 Females studying in education (ED) course are facing more personal problems than males studying in education course.

V.IIA3 Vocational problems of males studying in education (ED) course are more than females studying in education (ED) course.

So, three hypotheses related to educational and personal and vocational problems of males and females studying in ED course are rejected as ‘t’ value shows a significant difference in the above tables.

Table- 5.85

E, P, V problems of males and females studying in engineering course

Educational problems

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>t-value cal</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.IIA4</td>
<td>EN</td>
<td>Males</td>
<td>60</td>
<td>25.90</td>
<td>8.14</td>
<td>2.61</td>
<td>0.63</td>
<td>Insignificant</td>
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<tr>
<td></td>
<td></td>
<td>Females</td>
<td>60</td>
<td>24.95</td>
<td>8.28</td>
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</table>

Personal problems

<table>
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<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>t-value cal</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
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<td>V.IIA5</td>
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<td>1.26</td>
<td>Insignificant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Females</td>
<td>60</td>
<td>17.26</td>
<td>11.20</td>
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</table>

Vocational problems

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>t-value cal</th>
<th>level of significance</th>
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<td>Males</td>
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<td>2.08</td>
<td>Significant at 0.05 level</td>
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<td>Females</td>
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<td>23.65</td>
<td>9.98</td>
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</tr>
</tbody>
</table>

Table value at 0.05 = 1.98
Table value at 0.01 = 2.61, Degree of freedom = 118

V.IIA4 There is no significant difference between the educational problems of males and females studying in engineering (EN) course.

V.IIA5 There is no significant difference between the personal problems of males and females studying in engineering (EN) course.
V.IIA6 Vocational problems of females studying in engineering (EN) course are more than males studying in engineering (EN) course.

All three formulated null hypotheses related to educational, personal and vocational problems are accepted. Educational, personal and vocational problems of males and females studying in engineering (EN) course are unaffected by the sex.

Table- 5.86
E, P, V problems of males and females studying in medical science course

<table>
<thead>
<tr>
<th>Educational problems</th>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
</tr>
</thead>
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<td>7.8</td>
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<td>3.15 Significant at 0.01 level</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>Females</td>
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<td>6.81</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal problems of males and females studying in medical science course</th>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
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<td>0.67 Insignificant</td>
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<table>
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<th>Vocational problems of males and females studying in medical science course</th>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
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<th>SD</th>
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<td>14.95</td>
<td>7.99</td>
<td></td>
<td></td>
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</table>

Table value at 0.05 =1.98
Table value at 0.01=2.61, Degree of freedom -118

V.IIA7 Females studying in medical science (MD) course are facing more educational problems than males studying in medical science (MD) course.

V.IIA8 There is no significant difference between the personal problems of males and females studying in medical science (MD) course.

V.IIA9 There is no significant difference between the vocational problems of males and females studying in medical science (MD) course.

So, the two assumptions related to personal and vocational problems of MD course are accepted but one assumption which is related to educational problems of these students is discarded as ‘t’ value shows a significant difference in the above table. Educational problems of males and females studying in medical science course are affected due to sex.
Table- 5.87

E, P V problems of males and females studying in business management course

<table>
<thead>
<tr>
<th>Educational problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypo</td>
</tr>
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<td>V.IIA10</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypo</td>
</tr>
<tr>
<td>V.IIA11</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocational problems of males and females studying in business management course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypo</td>
</tr>
<tr>
<td>V.IIA12</td>
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</tbody>
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Table value at 0.05 =1.98
Table value at 0.01=2.61, Degree of freedom -118

**V.IIA10** There is no significant difference between the educational problems of males and females studying in business management (MN) course.

**V.IIA11** There is no significant difference between the personal problems of males and females studying in business management (MN) course.

**V.IIA12** There is no significant difference between the vocational problems of males and females studying in business management (MN) course.

All three formulated null hypotheses related to educational, personal and vocational problems are accepted. Educational, personal and vocational problems of males and females studying in business management (MN) course are unaffected by the sex.

Table- 5.88

E, P, V problems of females studying in education and engineering course

<table>
<thead>
<tr>
<th>Educational problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypo</td>
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</table>

<table>
<thead>
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<th>Personal problems</th>
</tr>
</thead>
<tbody>
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<td>Hypo</td>
</tr>
<tr>
<td>V.IIB2</td>
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</tbody>
</table>
Vocational problems

<table>
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<tr>
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<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>cal</th>
<th>level of significance</th>
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<td>7.95</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td>EN</td>
<td>Males</td>
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<td>23.65</td>
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</table>

Table value at 0.05 = 1.98
Table value at 0.01 = 2.61, Degree of freedom -118

V.IIB1 Females of ED course are facing more educational problems than females of EN course.

V.IIB2 Females of ED course are facing more personal problems than females of EN females.

V.IIB3 Females of ED course are facing more vocational problems than EN females.

All three formulated null hypotheses related to educational, personal and vocational problems are accepted. Educational, personal and vocational problems of males and females studying in business management (MN) course are unaffected by the sex.

Table- 5.89

E, P, V problems of females studying in education and medical science course

Educational problems

<table>
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<tr>
<th>Hypo</th>
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<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>cal</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
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<td>5.51</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td>MD</td>
<td>Males</td>
<td>60</td>
<td>25.25</td>
<td>6.81</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Personal problems

<table>
<thead>
<tr>
<th>Hypo</th>
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<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>cal</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.IIB5</td>
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<td>Males</td>
<td>60</td>
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<td>2.61</td>
<td>9.79</td>
<td>Significant at 0.01 level</td>
</tr>
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<td>MD</td>
<td>Males</td>
<td>60</td>
<td>17.98</td>
<td>6.91</td>
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</table>

Vocational problems

<table>
<thead>
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<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
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<th>level of significance</th>
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</thead>
<tbody>
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<td>2.61</td>
<td>16.02</td>
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<tr>
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<td>MD</td>
<td>Males</td>
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<td>14.95</td>
<td>5.98</td>
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</tr>
</tbody>
</table>

Table value at 0.05 = 1.98
Table value at 0.01 = 2.61, Degree of freedom -118

V.IIB4 Females of ED course are facing more personal problems than females of MD course.

V.IIB5 Females of ED course are facing more personal problems than females of MD course.
V.IIB6 Females of ED course are facing more vocational problems than MD females. So hypotheses related to educational, personal and vocational problems of females studying in education and medical science course are rejected as ‘t’ value shows a significant difference in the above tables.

### Table-5.90
**E, P, V problems of females studying in education and business management course**

#### Educational problems

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
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<td>V.IIB7</td>
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<td>31.31</td>
<td>5.12</td>
<td>2.61</td>
<td>3.02 Significant at 0.01 level</td>
</tr>
<tr>
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<td>Males</td>
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<td>9.64</td>
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</tr>
</tbody>
</table>

#### Personal problems

<table>
<thead>
<tr>
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<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
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<td>V.IIB8</td>
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<td>29.61</td>
<td>6.07</td>
<td>2.61</td>
<td>5.13 Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td>MN</td>
<td>Males</td>
<td>60</td>
<td>21.75</td>
<td>10.18</td>
<td></td>
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</tr>
</tbody>
</table>

#### Vocational problems

<table>
<thead>
<tr>
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<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
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<th>level of significance</th>
</tr>
</thead>
<tbody>
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<td>35.60</td>
<td>5.98</td>
<td>2.61</td>
<td>5.02 Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td>MN</td>
<td>Males</td>
<td>60</td>
<td>28.88</td>
<td>8.45</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value at 0.05 =1.98
Table value at 0.01=2.61, Degree of freedom -118

V.IIB7 Females of ED course are facing more educational problems than females of MN course.

V.IIB8 Females of ED course are facing more personal problems than females of MN course.

V.IIB9 Females of ED course are facing more vocational problems than females of MN course.

So, hypotheses related to educational, personal and vocational problems of females studying in education and business management course are rejected as ‘t’ value shows a significant difference in the above tables.

### Table-5.91
**E, P, V problems of females studying in engineering and medical science course**

#### Educational problems

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
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<td>8.28</td>
<td>2.61</td>
<td>0.22 Insignificant</td>
</tr>
<tr>
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<td>MD</td>
<td>Males</td>
<td>60</td>
<td>25.25</td>
<td>6.81</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Personal problems

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>t-value cal</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
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<td>Insignificant</td>
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<td>MD</td>
<td>Males</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### Vocational problems

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>t-value cal</th>
<th>level of significance</th>
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<tbody>
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<td>9.97</td>
<td>2.61</td>
<td>5.27</td>
<td>Significant at .01 level</td>
</tr>
<tr>
<td></td>
<td>MD</td>
<td>Males</td>
<td>60</td>
<td>14.95</td>
<td>7.99</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value at 0.05 =1.98
Table value at 0.01=2.61, Degree of freedom -118

V.IIB10 There is no significant difference between the educational problems of females studying in engineering and medical science course.

V.IIB11 There is no significant difference between the personal problems of females studying in engineering and medical science course.

V.IIB12 Females of EN course are facing more vocational problems than MD females. Hence, the two hypotheses related to educational and personal problems of females studying in engineering and medical science course are accepted and one is rejected as 't’ value shows a significant difference in the above tables which is related to their vocational problems.

### Table- 5.92

**E, P, V problems of females studying in engineering and business management**

#### Educational problems

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>t-value cal</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
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<td>24.95</td>
<td>8.28</td>
<td>2.61</td>
<td>1.27</td>
<td>Insignificant</td>
</tr>
<tr>
<td></td>
<td>MN</td>
<td>Males</td>
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<td>27.05</td>
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</tr>
</tbody>
</table>

#### Personal problems of females studying in engineering and business management

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
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<th>level of significance</th>
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<tr>
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<td>MN</td>
<td>Males</td>
<td>60</td>
<td>21.75</td>
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</table>

#### Vocational problems of females studying in engineering and business management

<table>
<thead>
<tr>
<th>Hypo</th>
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<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>t-value cal</th>
<th>level of significance</th>
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</tr>
<tr>
<td></td>
<td>MN</td>
<td>Males</td>
<td>60</td>
<td>28.88</td>
<td>8.45</td>
<td></td>
<td></td>
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</tbody>
</table>
V.IIB13 There is no significant difference between the educational problems of females studying in engineering and business management course.

V.IIB14 Personal problems of females studying in business management have more problems than females of engineering course.

V.IIB15 Females studying in business management course are facing more vocational problems than engineering course.

Hence, two hypotheses related to personal and vocational problems of females studying in engineering and business management course are rejected as ‘t’ value shows a significant difference in the above table and which is related to their educational problem is accepted.

Table- 5.93

E, P, V problems of females studying in medical science and business management

<table>
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<th>Educational problems</th>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>t-value cal</th>
<th>level of significance</th>
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<td>Insignificant at 0.01 level</td>
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</tr>
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<td>2.37</td>
<td>Significant at 0.05 level</td>
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<td>60</td>
<td>21.75</td>
<td>10.18</td>
<td>2.61</td>
<td>9.28</td>
<td>Significant at 0.01 level</td>
<td></td>
</tr>
<tr>
<td>Vocational problems</td>
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<td>2.61</td>
<td>9.28</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td>MN</td>
<td>Males</td>
<td>60</td>
<td>28.88</td>
<td>8.45</td>
<td>2.61</td>
<td>9.28</td>
<td>Significant at 0.01 level</td>
<td></td>
</tr>
</tbody>
</table>

Table value at 0.05 =1.98, Table value at 0.01=2.61, Degree of freedom -118

V.IIB16 There is no significant difference between the educational problems of females studying in medical science and business management course.

V.IIB17 Females studying in business management course are facing more personal problems than females studying in medical science.

V.IIB18 Females studying in business management course are facing more vocational problems than females studying in medical science.

Hence, the hypothesis related to educational problems of females studying in medical science and business management course are accepted and two are rejected as ‘t’
value shows a significant difference in the above tables related to their vocational and personal problems.

Table- 5.94
E, P, V problems of males studying in education and engineering course

Educational problems

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>cal</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.IIC1</td>
<td>ED</td>
<td>Males</td>
<td>60</td>
<td>26.88</td>
<td>5.39</td>
<td>2.61</td>
<td>0.78</td>
<td>Insignificant</td>
</tr>
<tr>
<td></td>
<td>MN</td>
<td>Males</td>
<td>60</td>
<td>25.90</td>
<td>8.14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Personal problems

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>cal</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
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<td>Males</td>
<td>60</td>
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<td>5.74</td>
<td>2.61</td>
<td>4.65</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td>MN</td>
<td>Males</td>
<td>60</td>
<td>19.70</td>
<td>9.90</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Vocational problems

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>cal</th>
<th>level of significance</th>
</tr>
</thead>
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</tr>
<tr>
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<td>MN</td>
<td>Males</td>
<td>60</td>
<td>19.96</td>
<td>9.37</td>
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</tbody>
</table>

Table value at 0.05 =1.98
Table value at 0.01=2.61, Degree of freedom -118

V.IIC1 There is no significant difference between the educational problems of males studying in ED and EN course.

V.IIC2 Males studying in ED course are facing more personal problems than males in EN.

V.IIC3 Vocational problems of males studying in education course are more than the males studying in engineering course.

Hence, the two hypotheses related to vocational and personal problems of males studying in education and engineering course are rejected as ‘t’ value shows a significant difference in the above tables and one is accepted which is related to their educational problems.

Table- 5.95
E, P, V problems of males studying in education and medical science course

Educational problems

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
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<th>level of significance</th>
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<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td>MD</td>
<td>Males</td>
<td>60</td>
<td>21.03</td>
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</tr>
</tbody>
</table>

Personal problems
Summary, Findings, Conclusions, Suggestions and Educational Implications

<table>
<thead>
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<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
</tr>
</thead>
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<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td>MD</td>
<td>Males</td>
<td>60</td>
<td>18.81</td>
<td>6.67</td>
<td>6.83</td>
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</tbody>
</table>

**Vocational problems**

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
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<td>Significant at 0.01 level</td>
</tr>
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<td>MD</td>
<td>Males</td>
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<td>14.60</td>
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<td>13.23</td>
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</tr>
</tbody>
</table>

Table value at 0.05 =1.98
Table value at 0.01=2.61, Degree of freedom -118

**V.IIC4** Male students of education course are facing more educational problems than males of MD course.

**V.IIC5** Male students in ED course are facing more personal problems than males in MD course.

**V.IIC6** Male students of ED course are facing large amount vocational problems than male students of MD course.

Thus, all the hypotheses related to educational, personal and vocational problems of males studying in education and medical science course are rejected as ‘t’ value shows a significant difference in the above tables.

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Course</th>
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<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
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<tbody>
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**E, P, V problems of males studying in education and business management course**

**Educational problems**

<table>
<thead>
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<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
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<td>2.61</td>
<td>Significant at 0.01 level</td>
</tr>
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<td>Males</td>
<td>60</td>
<td>18.28</td>
<td>8.99</td>
<td>6.03</td>
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**Personal problems of males studying in education and business management course**

<table>
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<th>N</th>
<th>mean</th>
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<th>t-value</th>
<th>level of significance</th>
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Table value at 0.05 =1.98
Table value at 0.01=2.61, Degree of freedom -118
V.IIC7 There is no significant difference between the educational problems of males studying in education and business management course.

V.IIC8 Male students in education course are facing a lot of more personal problems than males of MN course.

V.IIC9 Male students of ED course are facing relatively more vocational problems than MN male students.

So, the two hypotheses related to personal and vocational problems are rejected as ‘t’ value shows a significant difference in the above tables and one is accepted.

Table- 5.97
E, P, V problems of males studying in engineering and medical science

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>tab</td>
<td>cal</td>
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<td>7.80</td>
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Personal problems

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<tr>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td>tab</td>
<td>cal</td>
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<td>V.IIC11</td>
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<td>0.57 Insignificant</td>
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<td>Males</td>
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<td>18.81</td>
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Vocational problems

<table>
<thead>
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<th>Course</th>
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<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td>tab</td>
<td>cal</td>
</tr>
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<td>3.49 Significant at 0.01 level</td>
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<td>60</td>
<td>14.60</td>
<td>7.37</td>
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</table>

Table value at 0.05 =1.98
Table value at 0.01=2.61, Degree of freedom -118

V.IIC10 Male students of engineering course are facing more educational problems than males of MD course.

V.IIC11 There is no considerable difference between the personal problems of males studying in engineering and medical science course.

V.IIC12 Male students of EN course are facing comparatively more vocational problems than MD course.

Thus, the assumption related to their personal problems has been accepted but other two are rejected which are connected to their educational and vocational problems.

Table- 5.98
E, P, V problems of males studying in engineering and business management

Educational problems

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>tab</td>
<td>cal</td>
</tr>
<tr>
<td>V.IIC13</td>
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<td>Males</td>
<td>60</td>
<td>19.96</td>
<td>9.37</td>
<td>2.61</td>
<td>3.49 Significant at 0.01 level</td>
</tr>
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<td>MD</td>
<td>Males</td>
<td>60</td>
<td>14.60</td>
<td>7.37</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summary, Findings, Conclusions, Suggestions and Educational Implications

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.IIC13</td>
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<td>Males</td>
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<td>8.14</td>
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<td>0.91 Insignificant</td>
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**Table contd....**

<table>
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<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>level of significance</th>
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<td>Males</td>
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<tr>
<td></td>
<td>MN</td>
<td>Males</td>
<td>60</td>
<td>18.28</td>
<td>8.99</td>
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</table>

**Personal problems**

<table>
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<tr>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
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<th>level of significance</th>
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</tr>
<tr>
<td></td>
<td>MN</td>
<td>Males</td>
<td>60</td>
<td>18.28</td>
<td>8.99</td>
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**Vocational problems**

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
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<th>t-value</th>
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<td>Males</td>
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</table>

Table value at 0.05 =1.96
Table value at 0.01=2.61, Degree of freedom -118

V.IIC13 There is no significant difference between the educational problems of males studying in engineering and business management course.

V.IIC14 There is no significant difference between the personal problems of males studying in engineering and business management course.

V.IIC15 Male students of MN course are facing a lot of more vocational problems than male students of EN course. Therefore, null assumptions associated with educational and personal problems of the male students studying in engineering and business management has been accepted on the other hand for the vocational problems it is rejected as ‘t’ value shows a significant difference in the above table.

**Table- 5.99**

E, P, V problems of males studying in medical science and business management

<table>
<thead>
<tr>
<th>Hypo</th>
<th>Course</th>
<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MD</td>
<td>Males</td>
<td>60</td>
<td>21.03</td>
<td>7.80</td>
<td>2.61</td>
<td>4.25 Significant at 0.01 level</td>
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<td>Males</td>
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<td>8.25</td>
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**Personal problems**

<table>
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<tr>
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<th>Sex</th>
<th>N</th>
<th>mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
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</thead>
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<td>0.37 Insignificant</td>
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<tr>
<td></td>
<td>MN</td>
<td>Males</td>
<td>60</td>
<td>18.28</td>
<td>8.99</td>
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<td></td>
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</tbody>
</table>

**Vocational problems**
Table value at 0.05 = 1.98
Table value at 0.01 = 2.61, Degree of freedom -118

V.IIC16 Male students in MN course are struggling with more educational problems than males of MD course.

V.IIC17 There is no noteworthy difference between the personal problems of male students studying in medical science and business management course.

V.IIC18 Male students of MN course are facing relatively more vocational problems than male students of EN.

So, hypothesis related to personal problems of males studying in medical science and business management course is accepted where as the other two hypotheses related to their educational and personal problems are rejected as ‘t’ value shows a significant difference in the above tables in the present research study.

Discussion:

It is concluded on the basis of criteria-II that Females studying in education (ED) course are facing more E and P and V problems than males studying in education course. There is no significant difference between the E and P problems of males and females studying in engineering (EN) course, but females of EN course are facing more E problems. Females studying in medical science (MD) course are facing more educational problems than males studying in medical science (MD) course as compare to P and V problems. There is no significant difference between the E, P and V problems of males and females studying in business management (MN) course.

Females of ED course are facing more E, P and V problems than females of EN, MD course. Females of EN course are facing more vocational problems than MD females as compare to E and V problems. Females studying in business management course are facing more personal and vocational problems than females of engineering course as compare E problems. Females studying in business management course are facing more P and V problems than females studying in medical science as compare to E problems.

Males studying in ED course are facing more P and V problems than males in EN course as compare to E problems. Male students of education course are facing
more E, P and V problems than males of MD course. Male students in education course are facing more P and V problems than males of MN course as compare to E problems. Male students of engineering course are facing more E and V problems than males of MD course as compare to P problems. Male students of MN course are facing more vocational problems than male students of EN course as compare to E and P problems. Male students of MN course are facing relatively more E and V problems than male students of EN as compare to P problems.

**Section-1-On the basis of hypothesis**

- **Criteria-III- problems in context to institutional environment**

**Conceptual hypothesis**

V.III There is no significant difference between the problems of students studying in different professional courses in context to the institutional environment of universities and colleges.

**Operational hypothesis**

For above conceptual hypothesis for criteria- III, total 3 (V.III.1, V.III.2 V.III.3) operational null hypotheses have been prepared for their testing on the basis of average and above average level of institutional environment.

**Table- 5.100**

<table>
<thead>
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<th>Educational problems</th>
<th>Hypo.</th>
<th>Level of institutional environment</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>t-value cal</th>
<th>level of significance</th>
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<td>V.III.2</td>
<td>Average</td>
<td>237</td>
<td>22.41</td>
<td>9.62</td>
<td>2.69</td>
<td>2.75</td>
<td>Significant at 0.01 level</td>
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<tr>
<td></td>
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<td>243</td>
<td>20.07</td>
<td>9.04</td>
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<td></td>
<td>Vocational problems</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>V.III.3</td>
<td>Average</td>
<td>237</td>
<td>27.22</td>
<td>10.70</td>
<td>2.69</td>
<td>5.02</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Above average</td>
<td>243</td>
<td>22.27</td>
<td>10.91</td>
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<td></td>
</tr>
</tbody>
</table>

Table value .05(478) =1.98
Table value .01(478) =2.59
V.III.1 There is no significant difference between the educational problems of students studying in education, engineering, medical science and business management courses in context to their average and above average level of institutional environment.

V.III.2 The students of average level of institutional environment existing in education, engineering, medical science and business management courses, are facing more personal problems than the students of having above average level of institutional environment.

V.III.3 The students of average level of institutional environment existing in education, engineering, medical science and business management courses are facing more vocational problems than the students of having above average level of institutional environment.

Therefore, it can be briefly said that the hypothesis related to educational problems in context to their institutional environment is accepted whereas the assumptions connected to their personal and vocational problems of students of education, engineering, medical science and business management courses are rejected in the research study.

Discussion:

It is concluded on the basis of criteria-III that the students of average level of institutional environment existing in education, engineering, medical science and business management courses, are facing more P and V problems than the students of having above average level of institutional environment in their respective institutions as compare to E problems.

Section-2-On the basis of objectives

- Criteria-IV- problems on the basis of eligibility (10+2 & 10+2+3)

Conceptual hypothesis

V.IV. There is no significant difference between the problems of students of different professional courses after 10+2 level and 10+2+3 level.

For above conceptual hypothesis for criteria - IV, total – 3 (V.IV.1 V.IV.2 V.IV.3) operational null hypotheses have been prepared for their testing on the basis of eligibility criteria for their admissions.
Operational hypothesis

V.IV. There is no significant difference between the educational, personal and vocational problems of students of education, engineering, medical science and business management courses after 10+2 level and 10+2+3 level.

Table 5.101
E, P, V problem of students of professional courses after 10+2 level and 10+2+3 level

<table>
<thead>
<tr>
<th>Hypo.</th>
<th>Eligibility criteria</th>
<th>courses</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.IV.1</td>
<td>10+2+3 (ED–MN)</td>
<td>240</td>
<td>28.13</td>
<td>7.54</td>
<td>2.61</td>
<td>5.46</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td>10+2 (MD–EN)</td>
<td>240</td>
<td>24.27</td>
<td>7.95</td>
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<td></td>
<td></td>
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</tbody>
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<table>
<thead>
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<th>courses</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.IV.2</td>
<td>10+2+3 (ED–MN)</td>
<td>240</td>
<td>24.06</td>
<td>9.05</td>
<td>2.61</td>
<td>6.91</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td>10+2 (MD–EN)</td>
<td>240</td>
<td>18.40</td>
<td>8.87</td>
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<td></td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Hypo.</th>
<th>Eligibility criteria</th>
<th>courses</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.IV.3</td>
<td>10+2+3 (ED–MN)</td>
<td>240</td>
<td>31.22</td>
<td>8.49</td>
<td>2.61</td>
<td>15.89</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td>10+2 (MD–EN)</td>
<td>240</td>
<td>18.20</td>
<td>9.42</td>
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</table>

Table value .05(478) = 1.98, Table value .01(478) = 2.59,

IV.1 Group of students of professional courses after 10+2+3 level (ED-MN) is facing more educational problems than students of professional courses after 10+2 level (MD-EN).

IV.2 Group of students of professional courses after 10+2+3 level (ED-MN) is facing more personal problems than students of professional courses after 10+2 level (MD-EN).

IV.3 Group of students of professional courses after 10+2+3 level (ED-MN) are facing more vocational problems than students of professional courses after 10+2 level (MD-EN) with a large difference. So, all the hypotheses related to educational, personal and vocational problems of students of professional courses after 10+2 level and 10+2+3 level are rejected as 't' value shows a significant difference in the above tables.

Discussion:
It is concluded on the basis of criteria-IV that Group of students of professional courses after 10+2+3 level (ED-MN) is facing more E, P and V problems than students of professional courses after 10+2 level (MD-EN).
Section-1-On the basis of hypotheses

- **Criteria-V** problems on the basis of duration of course (1, 2 & 4 years)

**Conceptual hypothesis**

V.V. Duration of course of professional courses does not affect the problems of students of different professional courses.

**Operational hypothesis**

For above conceptual hypothesis for criteria- V, total 3 operational null hypotheses (V.V.1, V.V.2, and V.V.3) have been prepared for their testing on the basis of time of their course duration. V.V.1, V.V.2, and V.V.3 further analyzed on the basis of 6 groups under sub-hypothesis as follows-

- **V.V.1** - H.V.V.V.1.1 to H.V.V.V.1.6
- **V.V.2** - H.V.V.V.2.1 to H.V.V.V.2.6
- **V.V.3** - H.V.V.V.3.1 to H.V.V.V.3.6

V – Duration of course of professional courses does not affect the educational, personal and vocational problems of students of education, engineering, medical science and business management courses.

**Table- 5.102(A)**

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Group</th>
<th>Course</th>
<th>Duration of course in years</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value tab</th>
<th>t-value cal</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.V.V.1.1</td>
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<td>ED</td>
<td>1</td>
<td>120</td>
<td>29.10</td>
<td>5.69</td>
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<tr>
<td></td>
<td></td>
<td>EN</td>
<td>4</td>
<td>120</td>
<td>25.39</td>
<td>8.17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H.V.V.1.2</td>
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<td>ED</td>
<td>1</td>
<td>120</td>
<td>29.10</td>
<td>5.69</td>
<td>2.61</td>
<td>6.87</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
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<td>MD</td>
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<td>23.11</td>
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<td></td>
</tr>
<tr>
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<td>ED</td>
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<td>120</td>
<td>29.10</td>
<td>5.69</td>
<td>1.98</td>
<td>2.01</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
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<td></td>
<td>MN</td>
<td>2</td>
<td>120</td>
<td>27.16</td>
<td>8.94</td>
<td></td>
<td></td>
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</tr>
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<td>H.V.V.1.4</td>
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<td>EN</td>
<td>4</td>
<td>120</td>
<td>25.39</td>
<td>8.17</td>
<td>1.98</td>
<td>2.21</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
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<td>120</td>
<td>23.14</td>
<td>7.59</td>
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</tr>
<tr>
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<td>EN</td>
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<td>120</td>
<td>25.39</td>
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</tr>
<tr>
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</tbody>
</table>

Table value at .05 (238) = 1.98
Table value at .01(238) = 2.61

V.V.1.1 Students of ED having 1-year course duration are facing more educational problems than the students of EN course having 4-years duration.

V.V.1.2 Students of ED having 1-year course duration are facing more educational problems than students of MD course which has 4-years duration of course.

V.V.1.3 Students of ED having 1-year course duration are facing more educational problems than students of MN course which has 2-years duration of course.

V.V.1.4 Students of EN having 4-year course duration are facing more educational problems than students of MD course which also has 4-years duration of course.

V.V.1.5 Duration of course does not affect the educational problems of students of EN and MN courses.

V.V.1.6 Students of MD having 4-years course duration are facing more educational problems than the students of MN course which is of 2-years duration of time.

So, the three hypotheses related to educational problems on the basis of their duration of course are accepted whereas other three are rejected justifying that duration of course does affect the educational problems in ED-EN, ED-MD and MD-MN groups.

Table-5.102(B)

<table>
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<th>hypothesis</th>
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<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>Level of significance</th>
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</thead>
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<td>8.69 Significant at 0.01 level</td>
</tr>
<tr>
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<td>120</td>
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<td></td>
</tr>
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<td>6.08</td>
<td>2.61</td>
<td>11.67 Significant at 0.01 level</td>
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<tr>
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<td>2.61</td>
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<tr>
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<td>18.4</td>
<td>6.78</td>
<td>2.61</td>
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<td>9.72</td>
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</table>

Table value at .05(238) = 1.98
V.V.2.1 Students of ED having 1-year course duration are facing more personal problems than the students of EN course having 4-years duration.

V.V.2.2 Students of ED having 1-year course duration are facing more personal problems than students of MD course which has 4-years duration of course.

V.V.2.3 Students of ED having 1-year course duration are facing more personal problems than students of MN course which has 2-years duration of course.

V.V.2.4 Duration of course does not affect the personal problems of students of MD and EN courses.

V.V.2.5 Duration of course does not affect the personal problems of students of EN and MN courses.

V.V.2.6 Duration of course does not affect the personal problems of students of MD and MN courses.

So, the three hypotheses related to personal problems on the basis of their duration of course are accepted whereas other three are rejected as ‘t’ value shows a significant difference in the above table. It is justifying that duration of course does affect the personal problems in ED-EN, ED-MD and ED-MN groups.

Table 5.102(C)

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Group</th>
<th>Course</th>
<th>Duration of course in years</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
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<td>9.79</td>
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<td>2.61</td>
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<td>14.78</td>
<td>7.66</td>
<td>2.61</td>
<td>12.62</td>
<td>Significant at 0.01 level</td>
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<tr>
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<td>120</td>
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<td>8.81</td>
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</tr>
</tbody>
</table>

Table value at .05(238) =1.98
Summary, Findings, Conclusions, Suggestions and Educational Implications

Table value at .01(238) =2.61

V.V.3.1. Students of ED having 1year course duration are facing more vocational problems than the students of EN course having 4-years duration.

V.V.3.2. Students of ED having 1year course duration are facing more vocational problems than students of MD course which has 4-years duration of course.

V.V.3.3. Students of ED having 1year course duration are facing more vocational problems than students of MN course which has 2-years duration of course.

V.V.3.4. Students of EN having 4years course duration is facing more vocational problems than students of MD course with same duration.

V.V.3.5. There is a significant difference in the vocational problems of students of EN and MN courses.

V.V.3.6. Students of MN having 2-years course duration are facing more vocational problems than the students of MD of 4-years duration.

So, all hypotheses related to vocational problems on the basis of their duration of course are rejected as ‘t’ value shows a significant difference in the above tables. It is justifying that duration of course does affect the vocational problems considerably in all above groups.

Discussion:

It is concluded on the basis of criteria-V that students of ED having 1year course duration are facing more E problems than the students of EN, MD course having 4-years duration and MN course which is of 2 year duration. Students of EN having 4-years course duration are facing more educational problems than the students of MD course which is of 4-years duration of time. Duration of course does not affect the educational problems of students of EN and MN courses. Students of ED having 1year course duration are facing more P problems than the students of EN, MD course having 4-years duration. Students of ED having 1year course duration are facing more personal problems than students of MN course which has 2-years duration of course. Duration of course does not affect the personal problems of students of MN and EN, EN and MN as well as MD and MN courses.

Students of ED having 1year course duration are facing more vocational problems than the students of EN and MD course having 4-years duration. Students of
ED having 1year course duration are facing more vocational problems than students of MN course which has 2-years duration of course. Students of EN having 4years course duration are facing more vocational problems than students of MD course with same duration. There is a significant difference in the vocational problems of students of EN and MN courses. Students of MN having 2-years course duration are facing more vocational problems than the students of MD of 4-years duration.

**RELATED TO PART-C - % ANALYSIS BASED**

**Section-2- On the basis of interviews**

- **Criteria-VI-Structured Interview of the students of ED, EN, MD & MN course.**

Scoring procedure had following structure for calculating the response on various items in interview schedule.

1. 0% - 33% - below average
2. 34% - 67% - average
3. 68% - 100% - above average

**Table-5.103 (A): response in % on Q-1 to Q-8**

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<th>Q. No</th>
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<th>MN (N=10)</th>
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</thead>
<tbody>
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<td>Yes %</td>
<td>No %</td>
</tr>
<tr>
<td>1</td>
<td>(3)30</td>
<td>(7)70</td>
<td>(7)70</td>
<td>(3)30</td>
</tr>
<tr>
<td>2</td>
<td>(6)60</td>
<td>(4)40</td>
<td>(8)80</td>
<td>(2)20</td>
</tr>
<tr>
<td>3</td>
<td>(7)70</td>
<td>(3)30</td>
<td>(6)60</td>
<td>(4)40</td>
</tr>
<tr>
<td>4</td>
<td>(2)20</td>
<td>(8)80</td>
<td>(4)40</td>
<td>(6)60</td>
</tr>
<tr>
<td>5</td>
<td>(7)70</td>
<td>(3)30</td>
<td>(7)70</td>
<td>(3)30</td>
</tr>
<tr>
<td>6</td>
<td>(5)50</td>
<td>(5)50</td>
<td>(6)60</td>
<td>(4)40</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>-</td>
<td>(4)40</td>
<td>(6)60</td>
</tr>
<tr>
<td>8</td>
<td>(5)50</td>
<td>(5)50</td>
<td>(6)60</td>
<td>(4)40</td>
</tr>
</tbody>
</table>

For Que. number-1 it is revealed that 30% students of education course, 70% of EN and MN courses and 100% students of MD course were sure to make their career in same field in which they are pursuing.
• For Que. number-2 result revealed that 60% students of education course, 80% of EN, 90% students of MD course and 70% in MN course were completely satisfied with their decision to choose their courses.

• For Que. number-3 revealed that 70% students of education course, 60% of EN, 80% students of MD course and 60% in MN course were completely satisfied with their decision to choose their colleges and institutions.

• For Que. number-4 shows that only 20% students of education course, 40% of EN, 20% students of MD course and 30% in MN course were think that their institutions will bring more career choices and a greater number of job opportunities.

• For Que. number-4 shows that 70% students of ED, EN, MN courses and 80% in MD course were sure that professional degree will help to ensure a higher paying job.

• For Q. number-6 result revealed that 50% students of ED course, 60% of EN, 80% students of MD course and 50% in MN course were sure that their education is providing them with the specific skills and knowledge required in the field in which they hope to work.

• For Que. number-7 40% students of EN and 30% of MN course satisfied with placements facilities in their institution and nil response in MD and ED course as absence of placement facilities.

• For Que. number-8 as 50% students of ED course, 60% of EN, 60% students of MD course and 40% in MN course were satisfied with teaching methods used by the teachers during theory and practical classes.

Table-5.103(B) ascending order of their E, P and V

<table>
<thead>
<tr>
<th>Q. No.9- arrange in ascending order</th>
<th>ED (N-10)</th>
<th>EN (N-10)</th>
<th>MD (N-10)</th>
<th>MN (N-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>educational&gt;personal &gt; vocational</td>
<td>3(30)</td>
<td>3(30)</td>
<td>4(40)</td>
<td>4(40)</td>
</tr>
<tr>
<td>personal&gt; educational &gt; vocational</td>
<td>2(20)</td>
<td>3(30)</td>
<td>3(30)</td>
<td>2(20)</td>
</tr>
<tr>
<td>vocational&gt; educational &gt; personal</td>
<td>5(50)</td>
<td>4(40)</td>
<td>3(30)</td>
<td>4(40)</td>
</tr>
</tbody>
</table>

30% of ED, EN students and 40% of MD and MN students of professional courses arranged the sequence as educational problems > personal problems > vocational problems. 20% of ED, MN students and 30% of EN, MD students of
professional courses arranged the sequence as personal problems > educational problems > vocational problems. 50% of ED students, 40% of EN, MN students and 30% of MD students of professional courses arranged the sequence as vocational problems > educational problems > personal problems.

**Table-5.103(C) Grades assigned to institution by the students**

For

<table>
<thead>
<tr>
<th>Q. No.10-</th>
<th>ED(N-10)</th>
<th>EN(N-10)</th>
<th>MD(N-10)</th>
<th>MN(N-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-EXCELLENT</td>
<td>2(20)</td>
<td>2(20)</td>
<td>4(40)</td>
<td>1(10)</td>
</tr>
<tr>
<td>B- GOOD</td>
<td>3(30)</td>
<td>4(40)</td>
<td>4(40)</td>
<td>5(50)</td>
</tr>
<tr>
<td>C-AVERAGE</td>
<td>5(50)</td>
<td>4(40)</td>
<td>2(20)</td>
<td>4(40)</td>
</tr>
</tbody>
</table>

20% of ED, EN students, 40% of MD students and 10% of MN students assigned A-EXCELLENT. 30% of ED students, 40% of EN, MD students and 50% of MN students assigned as B- GOOD. 50% of ED students, 40% of EN, MN students and 20% of MD students assigned as C.

**Discussion:**

It is concluded on the basis of criteria-VI that response on various questions in the structured interview -

**ED** - for Q. 1, 4 & 7 it was below average, for 2, 6 &8 average and on 3, 5 it was above average.

**EN** - for Q. 1, 2 & 5 it comes average and on 3, 4, 5, 6&7 it was above average.

**MD** - for Q. 7 it was below average, for Q-8 average and on 1, 2,3,4,5, & 6 it was above average.

**MN** - for Q. 4 & 7 it was below average, for 3, 6 &8 average and on 1, 2&5 it was above average.

**Q-9** On educational problems > personal problems > vocational problems below average response from ED, EN students and average response had given from MD and MN students. On personal problems > educational problems > vocational problems below average response had observed from all ED, EN, MD and MN students of professional courses. On vocational problems > educational problems > personal problems average students of ED EN, MN
students and below average of MD students of professional courses had answer the sequence.

Q.10 For assigning A-EXCELLENT grade- below average response has given from ED, EN and MN students & average from MD students. For B- GOOD below average response has been given from ED, MN students where as average from EN and MD students. For grade C average response has obtained from ED, EN & MN students whereas below average response is obtained from MD students

- Criteria-VII - Focus group interview of the faculties of ED, EN, MD & MN course.

Scoring procedure had following structure for calculating the response on various items in Focus group interview
1. 0% - 33% - (below average)
2. 34% - 67% - (average)
3. 68% - 100% - (above average)

FGQ-1- 40% (average) focus group members of ED, 56% (average) of EN, 24% (below average) of MD and 64% (average) of MN course were teachers due to a chance factor. Similarly 32% (below average) of ED, 16 % (below average) of EN, 56% (average) of MD and 8% (below average) of MN members were teachers for serving their society. 24% (below average) ED, 16% (below average) EN, 8% (below average) MD&MN were due to inspired by some very nice teachers in their life.

FGQ-2- 32% (average) of focus group members in ED, EN, MD and MN courses told that be flexible and give positive messages to their students. 32% (average) from all selected course were have the same opinion to set the right climate and build relationships with students. And remaining 36% (average) of members showed a view that a caring relationship with teachers helps students to build softness. By fostering these relationships, they learn about students' interests and goals, which are fuel for motivation.

FGQ-3- 100% (above average) of the group members knew the problems of their students. 80 % (above average) members from ED, EN, MD, and MN were agree on a
list i.e. study related, health related, family related, career related and money related. 72% (above average) of ED, 88% (above average) of EN, 40% (average) of MD and 100% (above average) of MN members of focus group told that students of professional courses were facing career related problems more than the other types of problems.

**FGQ-4**- About the quality of institutional environment of their institutions 56% (average) of ED, 64% (average) of EN and MN 72% (above average) of MD focus group member’s were satisfied. 100%(above average) members from all the groups thought that quality varies significantly from institution to institution on the basis of infrastructure and facilities provided, available human resource, working conditions, salary and incentives.

**FGQ-5**- 32% of ED, 48% of EN, 56% of MD and 54% of MN group members said that the institution provide and facilitate professional development that helps them become a better teacher, helps new teachers. They had faculty development programs, induction programs and workshops and seminars. Opportunities to attend refresher courses were less as compare to other programs.

**FGQ-6**- average students from all courses i.e. 56% of ED, 48% of EN and MN and 64% of MD members were agree on the fact that working conditions of their own institution many times helping for them and rest of the members strictly emphasized on the fact that working conditions of their institution most of the time hinder their teaching and working styles.

**FGQ-7**- All the members including all the focus groups particularly this question was found to be most difficult to answer. On the basis of discussion with group members it implies that nobody was satisfied with the institution compensation system including salary, benefits, and incentives. All members tried to say that particularly this aspect of teachers should be taken care more seriously in the institutions as financial satisfaction can improve overall quality of institutional environment. Therefore 100% members of ED, EN, MD and MN focus group members told that earning is inadequate against their needs.
**FGQ-8-** 72% (above average) of ED and EN, average i.e. 56% of MD and 64% of MN group members felt supported by head of their department many times when they were in need and rest of them said “no” on this discussion.

**FGQ-9-** Flexible timings, five days working, equal distribution of work-load by reducing it and improvement in academic culture are four most preferred suggestions by 80% (above average) of ED and MD, 88% (above average) of EN and MN members of focus group during the discussion.

**FGQ-10-** 64% (average) of ED, 72% (above average) of EN and MN and 80% (above average) of MD members told that they all gained respect as being a teacher in their respective institution, 72% (above average) of ED, 80%(above average) of EN, MN and 100% (above average) of MD said that being a teacher in this institution they got good learning platform, 72% (above average) of ED, MN, 80% of EN and MD members of focus groups had an opinion that being a teacher in their institution they had opportunities for self-improvement.

**Section-3- On the basis of observation schedule**

*(For institutional environment)*

**Criteria-VIII (self-observed)**

Researcher observed the aspects which contribute in making the institutional environment positive in any institution. They are building **infrastructure facilities** like hostels, visiting rooms, sick rooms, tutorial rooms, classrooms, common-rooms, seminar-hall, auditorium, guest house, labs, library, conveyance, mess/canteen, medical facilities, stationary, shops/fax/photocopy/STD gym, playground and other entertainment, clean water and toilets, **human resource of institutions like** management staff, administrative staff, academic staff, office staff, fourth class employees and **academic environment of institutions**. The rating **grades on** the tool were given as- **A**-Excellent **B**- Good **C**- Average by the respondents. And scoring procedure was same as in case of interviews.
After presenting all the results in various sections on the basis of different criteria as well as variables few more important finding has been come out that –

- Students of professional courses in education, engineering, medical science and business management, all are facing educational, personal and vocational
problems up to the distinct level in their own areas. Following table-5.104 is showing E, P and V problems of ED, EN, MD and MN courses on the basis of their mean scores and arranged in ascending order of their problems to show its intensity in their area.

Table-5.104

<table>
<thead>
<tr>
<th>S. No.</th>
<th>course</th>
<th>N</th>
<th>E-problems Mean score</th>
<th>P-problems Mean score</th>
<th>V-problems Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ED</td>
<td>120</td>
<td>29.10</td>
<td>28.10</td>
<td>34.22</td>
</tr>
<tr>
<td>2</td>
<td>EN</td>
<td>120</td>
<td>25.39</td>
<td>18.40</td>
<td>21.64</td>
</tr>
<tr>
<td>3</td>
<td>MD</td>
<td>120</td>
<td>23.11</td>
<td>18.40</td>
<td>14.78</td>
</tr>
<tr>
<td>4</td>
<td>MN</td>
<td>120</td>
<td>27.16</td>
<td>20.02</td>
<td>28.22</td>
</tr>
</tbody>
</table>

Thus,

- for E problems ascending order is ED > MN > EN > MD
- for P problems ascending order is ED > MN > EN = MD
- for V problems ascending order is ED > MN > EN > MD
Students ED with high independent personality are facing utmost problems related to vocational field and students of MD course with moderate anxiety are having least problems related to personal field.

Females of ED course have been facing maximum problems related to vocation and males of MD courses are facing minimum problems related to vocational field in all males and female students of professional courses.

Institutions having above average level of environment are facing less E, P and V problems.

ED and MN courses in which students are admitted after graduation i.e. 10+2+3 level are facing more E, P and V problems than the students of EN and MD courses in which admission criteria is after 10+2.

Students of ED course are having maximum vocational problems and students of MD students have least vocational problems among all types of problems on the basis of duration of course.

Above average students of ED and MD course in interview think that they are completely satisfied with their decision to choose the college and their professional degree will help to ensure a higher paying job to them.

Above average students of EN, MN and MD course are sure to make their career in the similar pursuing field, completely satisfied with their decision to choose the course and their professional degree will help to ensure a higher paying job to them.
Above average students of only MD course are sure that their education is providing them with the specific skills and knowledge required in the field in which they hope to work and are satisfied with teaching methods used by the teachers during theory and practical classes.

Average number of students from ED, EN and MN are agreed on sequence V>E>P while MD students it is E>P>V. Average number of students from ED, EN and MN assigned C grade to their institutions where as MD students provide –A grade in interview.

All focus group members of faculties of ED, EN, MD and MN courses in FGI are aware about the problems of their students, think quality varies significantly from institution to institution on the basis of infrastructure and facilities provided, available human resource, working conditions, salary and incentives.

Institutional environment of MD courses on all three aspects as compare to others has been observed at excellent to good level.

V.4 SUGGESTIONS RELATED TO FINDINGS

On the basis of obtained results of present research investigations following suggestions are important

♠ The effort should be made to improve the institutional environment in context to the academic quality related to teachers and students, facilities related to quality teaching and learning as well as for their basic needs in the campus.

♠ Students of education course are facing maximum amount of E, P and V problems therefore efforts should be made to identification and abolition of their problems during the course completion. Admission criteria, course duration, course curriculum and recruitment of teachers and as well as quality of teacher’s training colleges are supposed to reexamined and redefined as per quality standards. Same process must be followed to improve the other problematic areas of further courses.

♠ Placement services should be provided to teacher’s training colleges and medical colleges also.
Female students should be more exposed to overall development, orientation and personality development programs in the institutions as they are struggling with more problems. But, it does not mean that male students can be ignored by us.

Life skills, moral education, peace education, value education, physical education, educational psychology or stress management related subjects should be introduced in the curriculum of professional courses positively.

Dept. of guidance and counselling should be established in each institution of professional courses.

Here, on the basis of important findings related to educational, personal and vocational problems of the students of professional courses in present research investigation a strategic plan has been prepared by the researcher for further suggestion (according to objective-7 of the present research study). It has been observed that students of different professional courses are facing educational, personal and vocational problems up to some notable extent. Out of them vocational problems are more prominent than educational and personal field. But it does not mean that other two areas of problems can be ignored and need not to be focused. All these problems are related to their personality characteristics, sex difference, institutional environment (building infrastructure, HR and academics), eligibility criteria for admissions and the duration of courses. This mean all these mentioned reasons more or less are responsible factors for their educational, personal and vocational problems. Thus, it must be very important to tackle all these problems at institutional level so that students of professional courses can be helped for their overall development as well as can be raised at their professional front. They may understand themselves fully well and their relationship to the world around him.

In educational institutes and colleges two types of guidance and counselling services are majorly provided i.e. admission counselling and placement services. But, it’s not sufficient and completely helpful for their present situation. Therefore, a plan has been given by the researcher on the basis of major findings of the study to establish a guidance bureau/student’s advisory cell in various institutions for students’ welfare.
Structure of the cell/bureau

1. Dean, (guidance and counseling)/ Dean, students’ welfare - 1
2. Guidance personnel- professionally trained and experienced in their respective fields example- (educational, vocational and personal guidance worker and counsellor, clinical psychologist, physician or doctor, gynecologist, psychotherapist or psychiatrist etc) - 2 per area
3. Guidance leaders- 1 HOD of each department.
4. Guidance co-leaders - 2 faculties (one male & female) from each dept.

Services in Guidance and Counseling cell

**Pre-Admission and Admission Services:** this service provided for students looking for admission to various university courses and degree programs.

**Orientation Service:** to arrange induction programs having aims to facilitate adjustment to college Life.

**Student Information Service:** Provides the student with sufficient educational, personal, social and occupational information to guide his choices and decisions

**Counsel Services:** it has aims to help out student to reach self-knowledge for decision-making with taking and responsible studentship.

**Placement Services:** Designed to give information about the student to aid him/her toward self-knowledge and self-actualization. Prospects to course related jobs.

**Remedial Service:** The most important service of the Guidance program planned to help out the student towards maximum self-realization and self-development to become fully integrated, grown-up, and responsible individual.

**Follow-up Services:** Provides career counseling and allows systematic contacts with former students and alumnae, and provision for continuing education, occupation and involvement in citizenship and to judge the effectiveness of the given services in the institutions.

**Research and Evaluation:** Provides an organized evaluation of the effectiveness and also efficiency of the student guidance and counseling services offered by the institution, to be utilized for improvement of the services.
Aims of the cell

A guidance service helps the student to develop their potential, to make them more self-directed. It also helps to take initiative, be creative and imaginative, make their own decisions, evaluate choices, etc. in getting information, analyzing it and using it to be successful in studies and work programs.

- To help students to organize their gained knowledge about themselves by identifying skills, interests and attitudes and aptitudes.
- To provide information about further course fundamentals in nutshell, financial assistances, academic planning, various entrance examinations etc.
- To provide information about specific occupations, career planning, conducting a job search, etc.
- To assist the students in the development of skills necessary for decision-making, problem solving, career and life planning as required.

Hence, the most important person in the educational program is the student. Every student requires guidance at this stage and some need guidance and counseling continuously, while various others need it hardly ever may be in times of crisis and emergency. The school and college must provide adequate guidance services at the right time to every learner, so that for Guidance and counseling services must be regarded as an essential part of education, and not a special psychological or social The Guidance officers and Counselors must work with students, teachers, parents, guardians and administrators to assist students in developing their full potential. The counselor or guide worker meet with students on an individual basis or in small groups, as well as with the entire classroom during guidance classes. Institutions must keep up precise and up-to-date records of the outcomes of their guidance and counseling services, to identify areas of improvement in each service and to improve the effectiveness of the whole guidance program. The institutions thus provide quality educational services that promote and encourage all-round development of each student.

V. 5 SUGGESTIONS FOR FURTHER RESEARCH

An insight from the experience of the study has led the researcher to provide suggestions for further research on various other aspects.
This research study may be conducted in other districts of Rajasthan state.
This research study may be conducted in other states of India as a comparative study.
Research can be included other professional courses or may be include only one course for the research purpose.
Other variables like age, IQ, attitude or aptitude can be included in the study.
Research can be compared by taking private and govt. institutions separately.
Research study may be done on students of part time and correspondence professional courses.
Study may be conducted for academic courses.

V. 6 EDUCATIONAL IMPLICATIONS

Administrators and Management: Administrators and management of the institution will be able to recognize with the problems of their students and on the basis of that, they may try to provide the facilities according to their needs. They can think to establish a center for students’ welfare in their institutions.

Teaching Faculty: They will be able to understand the causes of the problems of the students and may try to provide the desired help to their students.

Parents: Study will be also helpful for the parents for deciding the course and institution for their wards. They will be also come to know about the different types of problems in professional courses.

Students: The study will be highly helpful to students to understand the different type of problems and difficulties they are going to face during the course and they can very easily try to solve them with the appropriate sources during their course.

Government: The study will be very helpful to government to investigate the problems area of the professional courses so that they can take the help for making the desired rules, regulation and policies to improve the present condition of professional courses which are continuously fading their glory.

V. 7 LIMITATIONS OF THE PRESENT STUDY

Students were not ready to fill the information and suggestions related to problems easily, some of them left the session and some gave incomplete tools.
- Maximum institutions were not ready to provide certificates regarding the tool administrations.
- Faculties denied giving focus interview on audio-visuals.
- During the student’s interview extra efforts made to build confidence and to provide comforts.
PROCEDURE FOLLOWED FOR THE PRESENT STUDY

1. Step I: A list of colleges and universities had been prepared where these professional courses are running.
2. Step II: Sorting of the list for sample selection randomly for the selection of the students was done.
5. Step V: Tabulation and presentation of data.
6. Step VI: Analysis and Interpretation of data with graphs and charts.
7. Step VII: Summary, Findings of the research, suggestion on the basis of findings, suggestions for further studies.
8. Step VIII: Educational implications of the study.
9. Step IX: Problems faced by researcher during the investigation.

ORGANIZATION OF CHAPTERS IN RESEARCH

The present study organized in 5 chapters:

Chapter 1:
- Conceptual Framework of the Research Proposal
- Justification of the Problem and Statement of the Problem
- Objectives of the Problem
- Hypothesis of the Present Study
- Technical Terms Defined
- Delimitations

Chapter 2:
- Review of Related Literature

Chapter 3:
- Research Design

Chapter 4:
- Presentation and Interpretation of Data

Chapter 5:
- Summary, Findings, Conclusions, Suggestions on findings and suggestions for further research and Educational Implications,
Bibliography & Appendices