

CHAPTER-V
Finding, Conclusions and Suggestions

5.1: Findings:

Hypothesis IV.1:- There is no significant difference in Nationality of Master of Technology and Master of Business Administration students.

The calculated C.R. value of Feeling of Nationality in both groups is 5.701. The table value of C.R. at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96 respectively, which is less than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This reveals that the null hypothesis has been rejected and declared that there is significant difference in Nationality between Master of Technology and Master of Business Administration students.

Hypothesis IV.2:- There is no significant difference in Nationality of Master of Business Administration and Master of Computer Application students.

The calculated C.R. value of Feeling of Nationality in both groups is 7.363. The table value of C.R. at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96 respectively, which is less than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This reveals that the null hypothesis has been rejected and declared that there is significant difference in Nationality between Master of Business Administration and Master of Computer Application students.

Hypothesis IV.3:- There is no significant difference in Nationality of Master of Computer Application and Master of Technology students.

The calculated C.R. value of Feeling of Nationality in both groups is 11.870. The table value of C.R. at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96 respectively, which is less than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This reveals that the null hypothesis has been rejected and declared that there is significant difference in Nationality between Master of Computer Application and Master of Technology students.

Hypothesis IV.4:- There is no significant difference in Emotional Maturity of Master of Technology and Master of Business Administration students.

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The null hypothesis has been accepted (at 0.05 level of significance) in Emotional Maturity’s dimension - Emotional Unstability, Social maladjustment, Lack of independence and sum of all dimensions between Master of Technology and Master of Business Administration students. But the null hypothesis has been rejected (at 0.01 level of significance) and declared that there is significant difference in Emotional Maturity’s Dimension - Emotional Regression and Personality disintegration between Master of Technology and Master of Business Administration students.

**Hypothesis IV.5:** There is no significant difference in Emotional Maturity of Master of Business Administration and Master of Computer application students.

The null hypothesis has been accepted (at 0.05 level of significance) in Emotional Maturity’s Dimension - Emotional Unstability, Emotional Regression, Personality disintegration, Lack of independence and Sum of all dimension of Emotional Maturity between Master of Business Administration and Master of Computer application students. But the null hypothesis has been rejected (at 0.05 level of significant) and declared that there is significant difference in Emotional Maturity’s Dimension - Social maladjustment between Master of Business Administration and Master of Computer application students. But there is no significant difference at level of significance 0.01 between Master of Business Administration and Master of Computer application students.

**Hypothesis IV.6:** There is no significant difference in Emotional Maturity of Master of Computer application and Master of Technology students.

the null hypothesis has been accepted (at 0.05 level of significance) and declared that there is no significant difference in sum of all dimensions of Emotional Maturity and Emotional Maturity’s Dimension - Emotional Unstability, Social maladjustment, Personality disintegration, Lack of independence between Master of Computer application and Master of Technology students. But the null hypothesis has been rejected (at 0.01 level of significance) and declared that there is significant difference in Emotional Maturity’s Dimension - Emotional Regression between Master of Computer application and Master of Technology students.
Hypothesis IV.7: There is no significant difference in Employability of Master of Technology and Master of Business Administration students.

The null hypothesis has been rejected at both levels of significance (i.e. 0.01 & 0.05) and declared that there is significant difference in sum of all dimensions of Employability and Employability’s Dimension- Value of pursuing course, Insecurity and stress, Skills and knowledge between Master of Technology and Master of Business Administration students.

Hypothesis IV.8: There is no significant difference in Employability of Master of Business Administration and Master of Computer Application students.

The null hypothesis has been accepted at both levels of significance (i.e. 0.01 & 0.05) and declared that there is no significant difference in sum of all dimension of Employability and Employability’s Dimension- Insecurity and stress, Skills and knowledge between Master of Business Administration and Master of Computer Application students. But the null hypothesis has been rejected at both levels of significance (i.e. 0.01 & 0.05) and declared that there is significant difference in Employability’s Dimension- Value of pursuing course between Master of Business Administration and Master of Computer Application students.

Hypothesis IV.9: There is no significant difference in Employability of Master of Computer Application and Master of Technology students.

The null hypothesis has been rejected at both levels of significance (i.e. 0.01 & 0.05) and declared that there is significant difference in sum of all dimension of Employability and Employability’s Dimension- Value of pursuing course, Insecurity and stress, Skills and knowledge between Master of Computer Application and Master of Technology students.

IV.10 There is no significant correlation in Nationality, Emotional Maturity and Employability of Master of Technology students.

There is correlation between Nationality and Employability of Master of Technology students found positive 0.38 respectively; there is correlation between Employability and Emotional Maturity of Master of Technology students found negative 0.34
respectively and there is correlation between Emotional Maturity and Nationality of Master of Technology students found Negative 0.26 respectively.

IV.11 There is no significant correlation in Nationality, Emotional Maturity and Employability of Master of Business Administration Students.

There is correlation between Nationality and Employability of Master of Business Administration Students is found negative 0.20 respectively, there is correlation between Employability and Emotional Maturity of Master of Business Administration Students is found positive 0.07 respectively and there is correlation between Emotional Maturity and Nationality of Master of Business Administration Students is found positive 0.15 respectively.

IV.12 There is no significant correlation in Nationality, Emotional Maturity and Employability of Master of Computer Application students.

There is correlation between Nationality and Employability of Master of Computer Application student found positive 0.12 respectively, there is correlation between Employability and Emotional Maturity of Master of Computer Application students found negative 0.78 respectively and there is correlation between Emotional Maturity and Nationality of Master of Computer Application students found negative 0.17 respectively.

1.2 Conclusion:

Objectives of a research work are pre-planed with the help of which investigator complete their goal. It is very essential in a research work that, it is given a final form by the help of facts on the basis of result and by the calculation and analysis final conclusions are derived. Conclusions are generalized so that common person can understand and reliability, validity increases. In an education research such conclusions are very important. This is an important point of research.

1. There is significant difference in Nationality between Master of Technology and Master of Business Administration students. Master of technology students has more respect; love and passion for own nation then Master of Business Administration students as show the mean of both groups.
2. There is significant difference in Nationality between Master of Business Administration and Master of Computer Application students. Master of Business Administration students have respect; love and passion for own nation then Master of Computer Application students as show the mean of both groups.

3. There is significant difference in Nationality between Master of Computer Application and Master of Technology students. Master of Technology students have more love show towards own nation then Master of Computer Application students as show the mean of both groups.

4. There is no significant difference in Emotional Maturity’s sum of all dimensions between Master of Technology and Master of Business Administration students. Both groups’ students are similar Emotional Mature. Emotional Maturity dimension like Emotional Unstability, Social maladjustment and Lack of independence couldn’t affect their emotional Maturity. But there is significant difference in Emotional Maturity’s Dimension- Personality disintegration and Emotional Regression between Master of Technology and Master of Business Administration students. Master of Technology students have high Personality disintegration then Master of Business students.

5. There is no significant difference in Emotional Maturity between Master of Business Administration and Master of Computer application students. Both groups’ students are found similar Emotional Mature. Emotional Maturity dimension like Emotional Unstability, Emotional Regression, Personality disintegration and Lack of independence couldn’t affect their emotional Maturity. But there is significant difference (at level of significance 0.05) in Emotional Maturity’s Dimension- Social maladjustment between Master of Business Administration and Master of Computer application students. But there is no significant difference at level of significance 0.01 between Master of Business Administration and Master of Computer application students.

6. There is no significant difference in Emotional Maturity between Master of Computer application and Master of Technology students. Both groups’ students are found similar Emotional Mature. Emotional Maturity dimension like Emotional Unstability, Social maladjustment, Personality disintegration and Lack of independence couldn’t affect their emotional Maturity. But there is significant
difference in Emotional Maturity’s Dimension- Emotional Regression between Master of Computer application and Master of Technology students. Master of Computer application students are Emotional Regression then Master of Technology students as show the mean of both groups.

7. There is significant difference in Employability between Master of Technology and Master of Business Administration students. Master of Technology students have more Employability then Master of Business Administration students. So MBA students face unemployment and insure to job. There is significant difference in Employability’s Dimension- Value of pursuing course between Master of Technology and Master of Business Administration students. Master of Technology students have more Value of pursuing course for Employability then Master of Business Administration students. There is significant difference in Employability’s Dimension- Insecurity and stress between Master of Technology and Master of Business Administration students. Master of Technology students have more insecurity and stress for Employability then Master of Business Administration students. There is significant difference in Employability’s Dimension- Skills and knowledge between Master of Technology and Master of Business Administration students. Master of Technology students have more Skills and knowledge for Employability then Master of Business Administration students. So they get job immediately.

8. There is no significant difference in Employability between Master of Business Administration and Master of Computer Application students. Both groups’ students have equal employability. There is no significant difference in Employability’s Dimension- Insecurity and stress and Skills and knowledge between Master of Business Administration and Master of Computer Application students. But there is significant difference in Employability’s Dimension- Value of pursuing course between Master of Business Administration and Master of Computer Application students. Master of Business Administration students have more Value of pursuing course for Employability than Master of Computer Application students. But there is no significant difference in Employability’s Dimension- Value of pursuing course at the level of significance 0.01 between Master of Business Administration and Master of Computer Application students.
9. There is significant difference in Employability between Master of Computer Application and Master of Technology students. Master of Technology students have more Employability comparison to Master of Computer Application students. There is significant difference in Employability’s Dimension- Value of pursuing course between Master of Computer Application and Master of Technology students. Master of Technology students have more Value of pursuing course for Employability than Master of Computer Application students. There is significant difference in Employability’s Dimension- Insecurity and stress between Master of Computer Application and Master of Technology students. Master of Technology students have more insecurity and stress for Employability Master of Computer Application students. There is significant difference in Employability’s Dimension- Skills and knowledge between Master of Computer Application and Master of Technology students. Master of Technology students have more Skills and knowledge for Employability than Master of Computer Application students as show the mean of both groups.

10. There is low positive correlation between the Nationality and Employability of Master of Technology students. It cleared that these variables effect on each other Nationality and Employability of Master of Technology students. There is low negative correlation between the Employability and Emotional Maturity of Master of Technology students. It cleared that these variables effect on each other Employability and Emotional Maturity of Master of Technology students. That there is very low negative correlation between Emotional Maturity and Nationality of Master of Technology students. It cleared that these variables effect on each other Emotional Maturity and Nationality of Master of Technology students. There is very low effect on these variables to each others.

11. There is very low negative correlation between the Nationality and Employability of Master of Business Administration Students. It cleared that there is very low negative effect on each other Nationality (love for Nation) and Employability. There is no correlation between the Employability and Emotional Maturity of Master of Business Administration Students. There is very low positive correlation between the Emotional Maturity and Nationality of Master of Business Administration Students.
12. There is very low positive correlation between the Nationality and Employability of Master of Computer Application students. It cleared that there is very low positive effect on each other Nationality (love for Nation) and Employability. There is very high negative correlation between the Employability and Emotional Maturity of Master of Computer Application students. It cleared that these variables effect on each other Employability and Emotional Maturity of Master of Computer Application students. There is very low negative correlation between Emotional Maturity and Nationality of Master of Computer Application students. It cleared that there is very low negative effect on each other Emotional Maturity and Nationality of Master of Computer Application students.

1.3 Discussion:

The researcher found in this research that there is significant difference in Nationality between Master of Technology Master of Business Administration students and Master of Computer Application students. This Finding supports the previous study Srivastava, Abhishek (2005). This study explores possible reasons why employees might perceive OCBs as in-role or extra-role by examining how variables such as nationality, work centrality, and work locus of control may directly and indirectly influence role definitions. Shastri, Manoj, (2008)- found that There is no significant mean difference between national values of students of class VIII of semi urban and rural areas. There is no significant mean difference between national values of students of class VIII gender wise. Geraci, Robert (2004), Orla, Muldoon, and others (2008)- found that the bulk of respondents to the 2007 NILT survey could describe their religion and nationality unambiguously, and 59%of respondents identified as British Protestants or Irish Catholics.

There is no significant difference in Emotional Maturity between Master of Technology Master of Business Administration students and Master of Computer Application students. (Manoharan, R. John Louis and I. Christie Doss, 2007) findings shows that the level of emotional maturity of P.G. students is low. But present study neglect the previous findings. (Charu Vyas, 2008) found that insignificant difference in Emotional maturity of Girls and Boys coming from coeducation and unisex education school. (Nanda, P.K. and Asha Chawla, 2009) found that emotional maturity is affected by age, as adolescents grow in age there comes more stability in
their emotions. (Joshi, Renuka and Sapna Tomar, 2010) found that a significant difference between Optimists and Pessimists on Emotional Maturity and its dimensions. (K. Subbarayan, G. Visvanathan, 2011) found that the sex, community and the family type did not play any role in the emotional maturity of the college students. But it is inferred from that the college students belongs to different religious shows significant difference in their emotional maturity.

The researcher found that there is significant difference in Employability between Master of Technology and Master of Business Administration students. There is significant difference in Employability between Master of Computer Application and Master of Technology students. (Mehta, G.S., 1996) found that the distribution patterns of various status and levels of occupations with different level of earnings are found to be positively related the educational levels of different socio-economic groups of workers. Effects should therefore be made to make educational facilities easily available even at the levels of the education equally in the distribution of employment opportunities among the different sections of populations is to be achieved. At present the facilities of higher educations are highly based in favour of that segment of urban population which is economically better of and this has been leading to the inequitable distributions of employment opportunities. (Ilavenil, K.P.S.K., 2009)- Engineering education institutions churning out graduates who lack social responsibility—and who worry only about where they get placed, and how much money they will make. (Rajalakshmi 2010)- 70% of candidates employable to the IT products sector are from colleges other than the top 100 campuses, whereas the proportion is 80% for IT services companies and KPOs. However, it would take three times more effort and money to hire from tier 2 campuses for an IT-product position and two times more effort to hire for an IT services/KPO as compared to the Top 100 campuses. This explains why companies use campus of higher education as a proxy to quality to provide interview opportunity and why the supply of manpower is artificially low. Innovative models and the support of the government are required to bridge this gap to create a fair and healthy employability ecosystem. (Dave Turner, 2002) found that there is not one commonly used list of enterprise skills, for schools, colleges etc., although there is a great deal of agreement between employers and government about their nature and relevance to a participation in a knowledge-based economy. (Anneleen, Forrier and Luc Sels, 2003)- The conceptual model of the
employability process provides insight into the way in which the various components that influence opportunities in the internal and external labour market interact. (Terry, Goodison, and Susan Rooney, Anne Green, 2004) found that the process of developing the employability of people who are socially excluded depends upon the creation of a climate of trust and stability. (Richard Marsh and Others, 2006) found that amongst young people leaving school at the earliest opportunity, employability is generally higher for those that had studied arts subjects. Students leaving school at an early stage having taken arts subjects are less likely to find themselves in a negative labour market position 3 years later, compared to the average young person leaving school early. (Fitrisehara Kazilan and other, 2009)- The findings of the research also stated that there are significant differences between employability skill and the students’ field of studies. The outcome of this research showed that employability skill of students from different line or field of studies such as in art and building, electric, electronic, mechanical, and automotive varied from the significant level. The analysis discovered that students in the electronic field have more employability skill than students in the art and building field.

The findings of the research also stated that there is very low correlation in Nationality, Emotional Maturity and Employability of Master of Technology students, Master of Business Administration and Master of Computer Application students. (Deand, G. Bruton, 1989)- found virtually zero correlations between social background factors and alienation, but significant, inverse relationships between alienation and emotional maturity. (Manoharan, R. John Louis and I. Christie Doss, 2007)-found that from the table that there is significant positive relationship between the group chosen for study and level of emotional maturity: Arts group students have higher numerical score than the science students –which means science students have greater emotional maturity. (Srivastava, Abhishek, 2005)- found a significant relationship between nationality and defining OCB as part of the job. Interestingly, this direct relationship between nationality and role definitions may be affected by possible indirect relationships mediated by two variables that we suggested could be related to role definitions themselves. (Vikrant Upadhyay & S.K. Upadgyay, 2004)- found that there is no significant relationship between emotional stability and academic achievement of the students. The researcher says that many researches
findings support the study but some previous study couldn’t belong to relevance. Its reason has many facts like time duration, location of the study, level of variables etc.

1.4 **Education Implication :-**

India is a vast country with a vast population. If we get united, this great human force with great resources of the country can carry the whole world with us. Nationality means combing all the people of the nation into a single whole. It is a particular sentiment that binds together all people in one common bond no matter what their religion, language or history is. It is strong cementing force whereby all kinds of people live together peacefully and can identify themselves as a part of a single whole. We belong to India. It is the feeling which constitutes the very basis of national integration.

University’s concern for integrating Post graduate & Post graduate employability into the curriculum has developed a university culture where the teaching of work-based skills and discipline-based learning complement and enhance each other. The strategies that underpin this cultural change have focused on key areas like Develop the passion for nation and love for culture & civilization. The first area concentrated attention on the development of intra-institutional partnerships between administration, faculty and service units to generate a co-operative climate for managing work placement programmes and to assist institutional change for developing employability skill in their students. The second area involves the optimization of students’ opportunities to acquire and develop work-related skills that complement and build on learning experiences in their study duration. The third area includes a focus on staff development via a cross-institutional forum. The fourth area concentrates on the enhancement of university/industry collaborations with work-placement providers to begin to achieve a learning-focused, stakeholder approach to forming partnerships with host organizations. A forum for professional and vocational education programmes has been formed to utilize and build upon existing strengths and knowledge of individuals in regard to designing, managing, supervising, assessing and evaluating work-placement programmes.

Knowledge of Emotional Maturity implies controlling their emotions rather than letting their emotions get the better of you. If they know and trained about the
emotion they can control and their emotional maturity depicts their capacity to manage and to check their emotions, to evaluate others’ emotional state and to persuade their judgment and actions. A person’s emotional maturity is very much influenced by his/ her relationship history. Also Emotional intelligence makes an important part of life, together with intellectual and Physical relationship intelligence. Such ability can help one to assess emotional maturity and emotional freedom. How well do they tackle any relationship, is a major discernible factor to check their level of emotional maturity.

The researcher can says that if findings and suggestions of the research may pay attention for policy maker for vocational education then it may support and help to change their attitude towards nation and education system.

5.5 Suggestion:-

5.5.1 Suggestions for Policy Maker:-

1. They should included Prayer, Moral Education and Culture education for national values in Vocational Education P.G. Curriculum, because Nationality is a very important element for students.
2. Management should be provided the facility of NCC, NSS, ECO Club and Rover, Ranger etc. Because they develop the love for nation.
3. For the development of Employability, they should included National, International workshop and seminars in their curriculum and should be necessary for the students. Present in their classroom should be 100 percent and organize the field trips in industry and institutions. Inter exchange of students programmed should be applied their institutions.
4. Time to time Psychiatry help should be provided in their institute because many students face emotional problems.

5.5.2 Suggestions for Students:-

1. They should participate in cultural activities, prayer, and multi religious prayer assembly and other social services. They should be join minimum a agency like NCC and others.
2. The students should be ready for participate in seminars and workshops and try for 100 percent present in their classes for their employability skills.
3. They should be tried to control their emotions and get counselling with psychologists and guardian.
4. They should be a practical orientated in their life situations. Because Life is a race of zing-zang way and has many difficulties.

5.6 Action Plan:-

Plan for curriculum development of Vocational Education for PG Level:-

1. Curriculum development free from religious contrast and conflict.
2. Employability (productivity) based curriculum.
3. NSS, NCC Eco-club etc.
5. Love for Nation and Unity of Nation must be part of curriculum.
6. Institutes prefer for national companies not for foreign companies.
7. Camps, Seminars, workshop for Personality Development.
8. Excellence based Education not for reservation.

As above facts must be included in Vocational Education curriculum and it may change in attitude of students and increase Nationality, Emotional Maturity and Employability. Then students get perfect personality for Nation Development.

Following activities must be completed in institutes and out side of the institution, for three variables of the study: Nationality, Emotional Maturity and Employability:-

- Education of National Personality
- Debates on National issues
- Morals Education
- Free from Religious contrast & conflict
- NCC, NSS Services
- Scouts & Eco-club etc

Nationality

Patriotism

Moral Education

Excellence based Education not for reservation.
Clubs and Field Trips

Yoga and Meditation

Social Services And others activity

Meet the psychiatrist

Take Counselling for problems

Personality development Camps

Emotional Maturity

Meetings with Industrial workers

Read Successful Personality’s Struggle

Workshop & Seminars

100% Attendance in Classroom

Employability

Employment News

To be Practical
5.7 Suggestion for Further Research:-

Researcher is Continuous process and in further many researches are completed so Suggestions for future research are-

1. It the present dissertation sample is limited to 600 students so in the future it is expected to have research on more students.
2. It future research more and more National Vocational Education colleges are included in samples.
3. Both Govt. and Non- Govt. colleges should be included in research sample.
4. A study may be conduct entitled “A study of National Integration, Moral Values and Emotional Maturity of Vocational Educational PG Students”
5. A study may be conduct entitled “A study of National Values, Moral Values and Social Values of Vocational Educational PG Students”
6. A study may be conduct entitled “A study of National Values, Marital Maturity and Emotional Maturity of Vocational Educational PG Students”
7. A study may be conduct entitled “A study of Moral Values, Life satisfaction and Emotional Maturity of Vocational Educational PG Students”
8. A study may be conduct entitled “A study of Employability and Emotional Maturity of Vocational Educational PG Students in their Socio-economic status”
9. A study may be conduct entitled “A study of Employability and Emotional Maturity of Vocational Educational PG Students in their Life Style”
10. A study may be conduct entitled “A study of Nationality, Employability and Emotional Maturity of Vocational Educational PG Students in their Decision Making Style”