CHAPTER- I
Background of the Study

1.1 Introduction :-

The country has reached a stage in its economic and technical development when a major effort must be made to derive the maximum benefit from the assets already created and to ensure that the fruits of change reach all sections. Education is the highway to that goal.

Modern education is based on science and technology. Every nation of the world is for going ahead to make education an effective tool for social Change and national development. The fact which has been recognized but not properly stressed that the quality of education investment determines the level of prosperity, welfare and security of the people in the conditions of modern life, the quality are controlled by the extent to which the system of education itself employs the new findings of the technology.

One of the weaknesses of Indian education system is that it does not gives due importance to vocational education. As a result there is a mismatch between the skilled manpower required and skilled manpower available. Every year we churn out millions of graduates who do not have the specific skill sets required by the market. If this trend continues it would hurt our economic growth in the long run. To change this situation first we need to change our mindset. In India, people are obsessed with attaining a post graduation degree and generally look down upon vocational education. This has resulted in a situation where on the one hand there are scores of unemployed graduates and on the other hand there is a huge shortage of skilled workers.

Education would be employment based and make vocational forms, it is against of traditions, because it make individual competitive, conflictive, violent, corruption, etc worse attitude, it will be a way of collection money wealth.\(^1\) It is allusion of an essay; it’s true that the most of Indian school are spreading traditional education. But we would stand up in the row of developed countries and all-round development of the country, so pierced employment based education is must.

The predation of employment based education would develop, than India will get skillful workers. India has lack mostly skilled worker. The growth of such

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institution increased in recent years, they are trained skilled workers. But problem for India is outsourcing and Brian-drain. Country wants genius for development of base, but skillful workers take interest in money, it’s very bad for worker and country. If they couldn’t get suitable employment, they diverted other criminal activities like crime and terrorism. Jaipur bomb blasts and Delhi bomb blast its examples. People together with other nationalities have created colorful and characteristic culture and tradition, to people love singing and dancing. You can see their passionate and positive attitude toward life. In law, Nationality is membership of a nation or sovereign state. It is to be distinguished from citizenship, a somewhat narrower term that is sometimes used to denote the status of those nationals who have full political privileges. Individuals, companies (corporations), ships, and aircraft all have nationality for legal purposes. It is in reference to natural persons, however, that the term finds most frequent use. Nationality is in fact commonly regarded as an inalienable right of every human being. Thus, the UN Universal Declaration of Human Rights (1948) stated that “everyone has the right to a nationality” and that “no one shall be arbitrarily deprived of his nationality.” Nationality is of cardinal importance because it is mainly through nationality that the individual comes within the scope of international law and has access to the political and economic rights and privileges conferred by modern states on their nationals.

In recent, where standing is Indian Youths? They are confusion and directionless, or they don’t know about their goals. This is a puzzle for socialist that Indian young people are beneficial condition comparison western modern generation, because culture and traditions are direction for them, it is provoked to pathless.

Effects of media, is so on new modern young, they are diverted from their culture, morality and civilization. It’s seem that specification of cultural and morals, they leaving today, effected by news papers, news, modern books, fantany novels, third grade literature, sex, emotions, uncompleted sex education are responsible.

It is a necessary for academician to change the direction of modern youths and make a new policy for all people get employment according to education and vocational education. For young’s feeling of nationality is a must. Education of Nationality, Patriotism and faith for nationality feeling are necessary today. They may affect by Emotions also. For these reason the researcher mind a problem for study. So,
the researcher selected to this title for study, “A study of Nationality, Emotional maturity and Employability in Post Graduate Students of Vocational Education.”

1.2 Importance of the study:-

Vocational education is traditional stream of education. But it has a new change in patterns and curriculum in these days. It has new innovation and new streams like Master of Technology, Master of Business Administration, Master of Computer Application, with many field. A general student have problem to choose right and suitable field and areas of the study of vocational education. Students of higher education like, Master of Technology, Master of Business Administration, Master of Computer Application, they are interested in service in aboard and many multinational companies are doing brain drain. It’s effect on Indian new generation.

Actually, Emotional Maturity is not only the effective determine of personality pattern but it also helps to control the growth of adolescent’s development. The concept “Mature” emotional behaviour of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, which is able to break delay and to suffer without self-pity, might still be emotionally stunned and childish. Morgan (1934) stated the view that an adequate theory of emotional maturity must take account of the full scope of the individuality, powers and his ability to enjoy the use of his powers.

The academic Performance of the candidates is given much emphasis, and the employers are keen to know how best the candidate would apply his theoretical knowledge to his practical skill. Unlike as in the past, most of the companies are keen to employ fresher from college. Except for some of the complicated and technically critical works, companies, preferred fresher’s who would work for a modest package.

The construction of a new identity that would respond to the needs of modernity took place everywhere in India. The conditions under which people were discovering their new collective identity were not always the same. In some cases, mostly in Northern India, existing borders usually followed the territory of the newly-defined nation. In other situations of states with a multi-ethnic population, the nation-building process was not supportive of the existing state, but rather conflicted with it. It was especially in these situations that a distinction between nationality and
citizenship was to play a significant role. For nations that found themselves as part of a larger state entity, nationality became more important on the psychological and social level than citizenship. This was true in the case of the Post graduate students, but also of the ethnic population in Rajasthan. Toward the state institutions of the Vocational Education, they felt loyalty only on a secondary level, as especially in the economically perspective that the state would not automatically defend their interests.

Companies are not only in search of skilled ones, but they are also in search of those who lesser qualifications and more employability. Employability is more of an attribute and attitude than experience or skill.

Importance of this study cleared its give a new way for policymaker of Vocation Education and suggestions for students. Those will want to get job opportunity and job security in future. They may know about their love for nation and create a positive attitude towards service for nation. They may think for national service then aboard and may stop brain drain form India. This study gave a work-plan for P.G. Curriculum of Vocational Education.

1.3 Rational of the study:-

The researcher studied many previous researches and found that no one study to find the emotional Behaviour of vocational P.G. students related to Nationality. If we search out the capacity of these students for the nation, we would get the results by the presented study, which will be definitely important to education field and employment areas. The conclusion of the study may helps to direction to make new policy of government.

The researcher observed the field of researches and found that Srivastava, Abhishek (2005)- “The effects of nationality, work role centrality, and work locus of control on role definitions of OCB.” He studied at Ph.D. Level. Geeta S. Pastey and Vijayalaxmi A. Aminbhavi (2006) - “Impact of Emotional Maturity on Stress and Self Confidence of Adolescents” entitled the research project. Suneetha Hangal and Vijayalaxmi A. Aminabhavi (2007)- “Self- Concept, Emotional Maturity and Achievement Motivation of the Adolescent Children of Employed Mothers and Homemakers” (Karnataka University, Dharwad) at Project level studied. Manoharan, R. John Louis and I. Christie Doss (2007)- “Emotional Maturity of Post-Graduate

Many scholars investigate many variables and field but no one scholar glam to these variables Emotional Maturity, Nationality and Employment of Vocational Education P.G. Students. This is a burn problem of today. So, The researcher decided investigate in this field an entitled the problem “A Study of Nationality, Emotional Maturity and Employability in Post Graduate Students of Vocational Education.”

The problem is relational to today.

1.4 Statement of the Problem:-

“A Study of Nationality, Emotional Maturity and Employability in Post Graduate Students of Vocational Education.”

1.5 Objectives of the study:-

1. To compare the Nationality between Master of Technology and Master of Business Administration students.
2. To compare the Nationality between Master of Business Administration and Master of Computer Application students.
3. To compare the Nationality between Master of Computer Application and Master of Technology students.
4. To compare the Emotional Maturity between Master of Technology and Master of Business Administration students.
5. To compare the Emotional Maturity between Master of Business Administration and Master of Computer Application students.
6. To compare the Emotional Maturity between Master of Computer Application and Master of Technology students.
7. To compare the Employability between Master of Technology and Master of Business Administration students.
8. To compare the Employability between Master of Business Administration and Master of Computer Application students.

9. To compare the Employability between Master of Computer Application and Master of Technology students.

10. To find out correlation’s among Nationality, Emotional Maturity and Employability in Master of Technology students.

11. To find out correlation’s among Nationality, Emotional Maturity and Employability in Master of Business Administration students.

12. To find out correlation’s among Nationality, Emotional Maturity and Employability in Master of Computer Application students.

1.6 Hypothesis of the Study:

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

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

3. There is no significant difference in the Nationality of Master of Computer Application Students and Master of Technology students.

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

5. There is no significant difference in Emotional Maturity of Master of Business Administration and Master of Computer Application students.

6. There is no significant difference in Emotional Maturity of Master of Computer Application and Master of Technology students.

7. There is no significant difference in Employability of Master of Technology and Master of Business Administration students.

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

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

10. There is no significant correlation among Nationality, Emotional Maturity and Employability of Master of Technology Students.

11. There is no significant correlation among Nationality, Emotional Maturity and Employability of Master of Business Administration students.
12. There is no significant correlation among Nationality, Emotional Maturity and Employability of Master of Computer Application students.

1.7 Clarification of the terminology stated in the problem:-

(a) Vocational Education:-

Vocational education or Vocational Education and Training (VET), also called Career and Technical Education (CTE), prepares learners for jobs that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation, hence the term, in which the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology. Generally, vocation and career are used interchangeably. Vocational education might be classified as teaching procedural knowledge.

(b) Emotion Maturity:-

Emotional Maturity: - Effective control of the emotions and manifestation of good and appropriate emotional responses to the situations life; response stability in emotional responses.²

Emotional Maturity: - “Emotional maturity is an individual appropriate emotional response, that relevance to social value according to adult response.”³

Actually, Emotional Maturity is not only the effective determine of personality pattern but it also helps to control the growth of Youth’s development. The concept “Mature” emotional Behaviour of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, which is able to break delay and to suffer without self-pity, might still be emotionally stunned and childish.

(c) Nationality: - Definition of Nationality, said, Indian Education Commission also Known as Kothari Commission (1964-66) was taken into consideration, which reads National Integration means bringing about economic, social, cultural and linguistic

differences among the people of various states in the country within tolerable range and imparting to the people a feeling of the oneness of India.\footnote{Gakhar, Dr.S.C. & Narola, (1995)-“National Integration Questionnaire of Manual” Rakhi prakashan. Agra. page -4}

Nationality is in political theory, the quality of belonging to a nation, in the sense of a group united by various strong ties. Among the usual ties is membership in the same general community, common customs, culture, tradition, history, and language. While no one of these factors is essential, some must be present for cohesion to be strong enough to justify the term nationality. Used in this sense, nationality does not necessarily denote membership within a specific political state. There are many examples of nations divided between several states and of states composed of several nations and parts of nations. Thus not all Albanians live in Albania, and, on the other hand, Switzerland has citizens whose native languages are German, French, Italian, and Romansh. In political theory the belief that a state should be identical with a nation is called the “principle of nationalities,” or, more commonly, “self-determination.”

(c) Employability:-

Employment is as a business of to get living hood but this based on capacity and ability to get income. Vocation courses are make sure the future of the students to get employment with good position, but in recent year government established a lot of institute of vocation education and quality of the education reduces in lower condition. So, the employments chances are limited but employees are in a lot of quantity. Here a problem automatically create competition and reduces the level of education. Employment means job of life long making easy.

Employability is defined as enhanced capacity to secure employment. According to Landkard (1990)] employability is more related to the key skills of problem solving, communication, teamwork, information technology and self-management. Bagshaw (1997) provides a dynamic view of employability, where he explains that employability requires the flexibility and adaptability to be able to seek alternative employment in changing world.

1.8 Limitation of the study:-

The limitation of the study is a necessary point of research. Because it saves to wastage of time, money, labor and over sources researcher. Therefore, adopted Limitation processes of the study are given below:-
1. The study related to only four division of Rajasthan for data collection such Bikaner, Jaipur, Jodhpur and Kota division.
2. In present study 600 samples selected 300 Male students and 300 female students.
3. 600 samples selected from only 200 Master of Technology, 200 Master of Business Administration and 200 Master of Computer Application students.
4. The sample selected only each division 150 students and each streams 50 students taken each division
5. The study conducted related to only three variables, Emotional Maturity, Nationality and Employability.

CHAPTER-II

Review of Related Literature

In the chapter researcher reviewed the related variable in Indian context and aboard. He reviewed the researches from 1990 to 2012 about 62 studies. He found that no one research was conducted Nationality, Emotional Maturity and Employability in Vocational Education PG students in Rajasthan state.

Chapter-III

Research Method and procedure

3.1 Introduction:-
Planning gives systematic attempts to the research work. The procedure of a research work depends upon the research problem, its objectives and hypothesis. It is an importance stems of every field of research.

3.2 Research Method :-
In present study follow survey method to collection of data. This method is scientific and reliable.

3.3 Sample:-
In present study sample size will be total 600 students. Each stream will be 200 students selected for data collection, from each division selected 150 students.

3.4 sampling:-
Stratified Random Sampling method used in collection of data.
3.5 Name of the Tools:

1. Emotional Maturity Scale (2004): Dr. Yashvir Singh & Dr. Mahesh Bhargava (agra)


3. Feeling of Nationality Scale: Self made

3.6 Tools’ Descriptions:

Descriptions of tools were given in study.

3.7 Statistics Techniques: - Following statistics would be used to analysis of data.

(i) Mean

(ii) Standard Deviation

(iii) Co-relation

(iv) C.R. value

Chapter-IV
Analysis and Interpretation of Data
Analysis and Interpretation of Data described in proper table in the chapter.

CAHPTER-V
Finding, Conclusions and Suggestions
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.

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.

Hypothesis 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 than 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 than 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 than 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 than 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 say 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 include 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:-

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Emotional Maturity</th>
<th>Employability</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCC &amp; NSS</td>
<td>Personality Development Camps,</td>
<td>100% Attendance in Classroom</td>
</tr>
<tr>
<td>Eco-Club &amp; Scouts</td>
<td>Take Counselling for Problems,</td>
<td>Employment News</td>
</tr>
<tr>
<td>Debates on National issues</td>
<td>Meet to psychiatrist</td>
<td>To be Practical</td>
</tr>
<tr>
<td>Education free from Religious</td>
<td>Social Services and others activity</td>
<td>Workshop &amp; Seminars</td>
</tr>
<tr>
<td>Contrast &amp; conflict</td>
<td>Yoga and Meditation</td>
<td>Read Successful Personality’s Struggle</td>
</tr>
<tr>
<td>Moral Education</td>
<td>Clubs and Field Trips</td>
<td>Meetings with Industrial workers</td>
</tr>
<tr>
<td>Patriotism</td>
<td></td>
<td></td>
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<tr>
<td>Education of National Hero</td>
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</tbody>
</table>

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 conducted entitled “A study of Employability and Emotional Maturity of Vocational Educational PG Students in their Socio-economic status”

9. A study may be conducted entitled “A study of Employability and Emotional Maturity of Vocational Educational PG Students in their Life Style”

10. A study may be conducted entitled “A study of Nationality, Employability and Emotional Maturity of Vocational Educational PG Students in their Decision Making Style”