CHAPTER - 7
SUMMERY OF FINDINGS AND CONCLUSION

7.1 INTRODUCTION

All over the country, the demand for quality higher education is rapidly increasing. Unprecedentedly, at the higher secondary level the students are being trained to demand high quality education in colleges and universities. Albeit quality higher education has become expensive, parents are prepared to invest in it. If the students find the local colleges and universities not good enough they are prepared to migrate long distances. To meet the huge demand for quality education, many foreign universities are also establishing branches in India and students are also going to foreign universities in large numbers. All these are happening not only among the highest castes and income groups but also among the lower ones, including scheduled castes and scheduled tribes.

Thereby, the real situation prevailing in connection with the demand for quality higher education can be assimilated. Inspite of all such advantages, India could educate approximately 8 per cent of its young people in higher education compared with more than half in the industrial countries and 15 per cent in China. Even out of that 8 per cent of enrollment, how many are getting quality education is a very big threat to the education system. The striking fact is that only 1 per cent of student population could enroll in the world class quality institutions like IITs, IIMs, IISc, AIIMS etc. The remnant 7 per cent come from other institutions. There are umpteen numbers of reasons for the students being not able to get quality higher education. Less availability of quality higher educational institutes, high educational expenditure, and family income are some of the reasons. Apart from this, the student’s individual characteristics, and family background can influence the student’s demand for quality higher education.

The next concern is, though the students are given the same level of input to transform into educational output, the output cannot be the same amount of output as input due to a variety of reasons. It is very difficult to answer the question, why the efficiency difference arises among the students even if the uniform input is given.
Apart from this, it is very hard to measure the quality of institutes, because there is no benchmark to compare and no limited parameters to measure. With these concerns, the problem of the study was formulated and it was intended to analyse the following objectives.

- To study the socio-economic background of the students engaged in higher education;
- To measure the range of quality of higher educational institutions in Salem District;
- To determine the factors influencing the demand for quality higher education among the students in Salem District;
- To assess the level of efficiency and efficiency inequality among the students; and
- To ascertain the determinants of efficiency difference among the students.

To accomplish the above said objectives, the primary sample study was restricted to Salem District, which consists of six taluks. All types of colleges are available viz., arts and science, engineering, medical, nursing, management, catering and hotel management, dental, law and so on. As many as 40 colleges are ambitiously functioning with various streams of education. The rationale behind the selection of the Salem District is that this district is one of the most important emerging regions in education in Tamilnadu. Further, this is the last resort to get quality higher education for the students residing in the nearby districts say Dharmapuri, Krishnagiri, Karur, and Namakkal. There are umpteen numbers of students from the surrounding districts selecting this junction to pursue their higher education. Moreover, various types of colleges in terms of quality can be found easily. For instance, world class institutions say Sona College of Technology are running and worst performing colleges which are crying for basic amenities are also being operated. However, the students are demanding such type of colleges as well. Hence, the researcher selected this field to study the objectives.
Sample size was restricted to 514 students due to the time and resource constraint. From the selection of sample colleges to the selection of sample students, multi stage sampling technique was adopted. Sample students were divided proportionately according to their respective stream of education say General education and Professional education. Other kinds of education were ignored in this study, due to the low strength in terms of colleges and students. This study has taken only undergraduate students, as sample (i.e., those who are studying colleges after completing the higher secondary school exam). More specifically, students who are studying in the fall semester were only included in the study. The reason behind this is that, it is assumed that they only have good college experience and know well about the quality of their institutions than other students. Moreover, they are only the best sample to make a study regarding the efficiency.

In this chapter, the findings of the data analysis have been summerised and conclusion is given. The findings are presented hereby - objective wise.

7.2 SOCIO-ECONOMIC BACKGROUND OF THE SAMPLE STUDENTS

As far as the type of the institute is concerned, more than half of the students were from Arts and Science colleges, around 25 per cent of them belonged to Engineering colleges, about 10 per cent of them were from medical courses and the remnant were students in Law college. The students were picked out from various types of institutes as per the enrollment and the number of courses offered. While the gender of the students is considered, the boys and girls were more or less equally distributed. Around 90 per cent of the students were Hindus and Christian and Muslim students were around 5 per cent each.

Of the total sample students, 10 per cent hailed from forward caste, around 40 per cent were backward community, about one third from most backward class, nearly 17 per cent were schedule caste, and the remaining 2.3 per cent from scheduled tribe group.

With regard to the nativity of the respondents, 50 per cent hailed from villages and remaining half came from towns or cities.
Around 80 per cent of the students were living in a nuclear family and the remaining 20 per cent belonged to the joint family type. The mean size of the family was 5 members only.

As for the parent's occupational status, there was more or less equal number of coolie, self-employed and Government employee, around 15 per cent were engaged in farming activities, and about 5 per cent were private employees.

It was found that more than 80 per cent of the students' families had planned consumption and investment pattern, and the remaining followed either unplanned or luxurious consumption and investment behaviour.

With respect to the parent's educational aspiration on their son's or daughter's education, around 92 per cent of the parents were highly aspired and the remaining students' parents were not taking much interest and aspiration.

It was found that about 90 per cent of the students were highly aspired with their higher studies and the remaining were having low level of interest.

With respect to tuition fee structure, there was a mixed response from the students. Nearly 53 per cent of them felt that the tuition fee was high and the remaining students felt it was low.

When the demand for higher education in future was considered, it was found that around 64 per cent hoped that it would be high and the remaining students believed that the employability would be low in future.

As many as 75 per cent of the students expressed that they were continuously motivated either by their parents or relatives and only 25 per cent of the respondents did not have any one to motivate them.

It was known that only 13 per cent of the students were going for part-time job and the remaining students were not engaged in any part-time job. It was found that the average wage of part time job goers was around Rs.1500 per month.
It was revealed that a majority of the students were satisfied with their previous school’s quality and around 12 per cent of them were not satisfied with their school’s quality in which they studied previously.

Around one fourth of the students, had course achievement whether it was small or big, and 75 per cent of them did not hold any awards or honours for their academic excellence.

When the education loan was considered, it was found that only around 15 per cent of the students were receiving loan from banks or other equivalent sources. The remaining students did not opt for educational loan facility.

It was found that a majority of the students entered into the higher education with hope. Only around 15 per cent of them looked higher education with fear.

As for the information available before joining in the college, around 70 per cent of the students knew enough about the colleges and courses available in various places. Only about 30 per cent of them had joined the college without receiving proper information about them.

Regarding the physique of the students, only 2.5 per cent of them were differently abled and all others were normal in physique. It was found that 5 per cent of the total students were living as separated i.e., they were not having parents or parent’s support.

As many as 78 per cent of the students expected non-monetary benefits rather than monetary benefits. Rests of them were looking for monetary benefits than non-monetary benefits such as social status, knowledge, moral values and so on.

It was found that, only around 25 per cent of the students had a person to explain subjects and clear the doubts in home itself. Remaining 75 per cent of them did not have this sort of comfort input. It was revealed that only about 7 per cent were going for special coaching classes and the remaining students did not avail themselves of any special coaching classes.
With respect to conducive climate to study, a majority of the students were getting proper atmosphere to study in their home or hostel, and unfortunately one fourth of the total students did not have conducive climate.

Around 30 per cent of the respondents were not given even the basic facilities to make their study a comfortable one. But the remaining students availed the basic amenities either in hostel or home. When it came to sophisticated emergency lamp, uninterrupted power supply system etc., around 45 per cent of them enjoyed this kind of advanced comforts and the rest of the students lacked this type of facilities.

It was known that about 72 per cent of the students were coming to the institute as day-scholar and the remaining students stayed in the hostel itself due to the long distance between the home and the institute.

When the student’s father’s income was pondered over, it was found that the highest value was Rs.84,000 per month and the lowest one was nil income. The mean value was Rs.9567. When it came to mother’s income, maximum and minimum values were Rs.40,000 and Rs.0 respectively. The mean value of mother’s income was Rs.1614. The average monthly income of other family members was Rs.2084. The mean value of property of the home was Rs.531329.

As for the previous course’s average marks scored by the student, the maximum and minimum values were 99 per cent and 55 per cent respectively and the mean value was 76.67.

When the proximity of the college was considered, the average distance between home and the college was around 70 km. The highest distance was 2000 km. and the lowest was 0.5 km.

The mean educational expenditure made by the students was Rs.38477 per year. The maximum and minimum values were Rs.350000 and Rs.1000 respectively. The big difference arised due to the reason that medical college and engineering college students had to bear exorbitant fees particularly, if they were studying in a private college and the students of arts and science college students were charged low fees.
The mean value of college goer’s opportunity cost was around Rs. 5000. For this, the maximum and minimum values were Rs. 60000 and Rs. 0 respectively.

It was found that the maximum expected return from higher education was Rs. 200000 per month and the minimum amount was Rs. 1000 per month. The mean amount of expected rate of return per month was around Rs. 24000.

7.3 MEASURING THE QUALITY OF HIGHER EDUCATION

An attempt was made to measure the quality of colleges through the student’s perception under various categories - that institution’s standard, instructor’s ability, activities in the college and other sort of facilities available in the college.

It was revealed that a wide gap persists between the student’s satisfactions over their college standard.

The quality of colleges with respect to institution’s standard was measured. The maximum weighted score was 576 and the minimum score was 102.

It was found that most of the students, nearly 52 per cent were studying in the college which had the standard range between 203 and 302 as per their own perception.

When it came to instructors’ ability and activities, the maximum and minimum values as per the students’ opinion were 196 and 50 respectively. As many as 54 per cent students expressed their instructors’ ability and activities lie on the range between 111 and 140. It was also found from the result that there was high difference in the instructors’ quality in various colleges as per the students’ perception.

As for the range of college’s quality regarding the facilities in the college assessed through the student’s perception, the highest and the lowest values were 127 and 21 respectively. It was found that about 40 per cent of the students opined that the range was above 62. It was known that more or less uniform facilities were available to the students pursuing their studies in different colleges.
The total quality of college lies between the lowest value of 199 and the highest value of 785. It was found that a majority of the students, nearly 43 per cent fell under the quality region between 300 and 399. It could be said that in the study area, the students were getting medium level of quality higher education. It was also found that there was much difference between the colleges' quality mainly due to the variation in the instructors' ability and activities in the colleges.

7.4 FACTORS DETERMINING THE DEMAND FOR QUALITY HIGHER EDUCATION

The relationship between the dependent and independent variables and the independent factors which are statistically significant with the dependent variable is found from the regression analysis. It can be interpreted from the $R^2$ value that the endogenous variables are explained by the exogenous variables by 27 per cent. In this analysis, statistically significant variables are sex, father's education, previous institute's quality, previous course achievement, investment behaviour of the family, expected rate of return, availability of adequate information regarding the colleges and courses before joining the higher education and the environment of the student.

As far as the relationship with the dependent variable is concerned, religion, native, type of the family, number of members in the family, father's education, mother's education, father's income and mother's income, other family members' income, availability of time to study, previous institute's quality, previous course achievements, investment behaviour of the family, educational loan, educational expenditure, demand for higher education in future, expected rate of return, mindset of the student while joining the college, acquired enough information before joining the college and conducive climate to study were positively related.

And the variables such as sex, community, value of property, number of graduates in the family, parent's educational aspiration, student's educational aspiration, continuous motivation, studying hours daily, previous course marks in average, desire to study, distance between the college and home, opportunity cost of the student, purpose of education, and the expectation of non-monetary benefits than monetary benefits were inversely related with the dependent variable, the demand for quality higher education.
7.5 LEVEL OF EFFICIENCY OF THE STUDENTS

An attempt was made to measure the efficiency of the students in this study. For this purpose, the weighted input and weighted output were measured. It was found that the students were getting from the range between the highest value 2394 and the lowest point 614. Around 40 per cent of the students were receiving the input range of 1214.01 to 1514. It was also found that maximum of the students got more or less similar amount of input to transfer as educational output. When it came to output, the maximum and minimum values of weighted output were 371 and 175 respectively. Further, it was found that around 75 per cent of the students fell in the output range between 225.01 and 325. As for the student’s efficiency, the maximum level was 44.46 and the minimum efficiency was 24.34. The mean value of student’s efficiency was 24.34. It was known that more than half of the students hold the efficiency in the range between 22.01 and 30.

7.6 DIFFERENCE IN THE EDUCATIONAL EFFICIENCY AMONG THE STUDENTS

It was found that, there was a significant mean difference in the efficiency of the students. It was tested by employing the sample ‘t’ test. It was significant at 5 per cent level of significance. Hence, further attempt was made to reveal the factors responsible for the efficiency difference between the students.

7.7 DETERMINANTS OF EFFICIENCY DIFFERENCE

In the present study, it was intended to explore the factors which are responsible for efficiency difference among the students. The model covered the independent variables such as quality of the college where the students pursue higher education, sex of the student, parental education, number of graduates in the family, educational aspiration of parents and student, motivation, native of the respondent, previous course achievement, educational expenditure per year, employability in future, expected rate of return from the higher educational investment, conducive climate to study, physique of the student, living arrangements of the students, family source to clear subject doubts, extra coaching class, and advanced educational facilities available to the students.
The regression results revealed that the variables say quality of the college, sex of the student, native, father's education, studying hours daily, previous course achievement, educational expenditure, and expected rate of return were statistically significant relationship with the dependent variable named the student's efficiency. The $R^2$ value stated that 58 per cent of the explanatory variables explained the dependent variable.

While considering the relationship between the endogenous and exogenous variables, it was found that native of the student, father's education, student's higher educational aspiration, continuous motivation, studying hours daily, previous course achievements, educational expenditure, employability in future, expected rate of return, physique of the student, living arrangements, having person to explain the subject doubts and special coaching class were directly related.

It is also inferred from this result that the independent variables such as quality of the college, sex, mother's education, number of graduates in the family, parent's educational aspiration, and the conducive climate to study are negatively connected to the dependent variable.

7.8 CONCLUSION

It is known that the income of the family and the tuition fees are the major determinants of demand for higher education. But once it was decided by the family to join the higher education, people do not bother much about the family income and expenditure on higher education. It has been proved in this present study as well. Now a days students have various sources such as bank's educational loan, fellowship etc. to finance for higher education. Therefore, when it comes to quality higher education, other than the above factors much influence on the demand. People are also more willing to invest on higher education, if there is quality, since the quality higher education ensures high rate of return from that investment. Hence, the educational policy makers and all concerned must take care on the quality of higher education too, having in mind, the increasing number of higher educational institutes, because quite a large number of institutes produce nothing as outcome and offer low quality education and can be described as mediocre and sub-viable. To mitigate these problems regarding the quality in higher education, the Indian higher education
system needs to plug several loopholes. They are: focus on knowledge education, infrastructure facility, faculty, matched syllabus, global partnership, fees structure, and social equity. The focus should be on knowledge education, that is what we need is not just higher education but higher knowledge education. Information leads to knowledge and knowledge leads to wisdom. Today information is made available by a click of a button. But information does not become knowledge and this is where the higher educational institutions have to play a key role. How to convert or apply the basic information to achieve the requisite knowledge is the concern. It is the sine-quotan to accomplish the quality higher education.

As for infrastructural facility, most of the colleges do not have adequate physical infrastructure with academic environment - there is more to education than class attendance. There is a need to have information infrastructure and it should be a replica of corporate environment.

When it comes to faculty, the disparity in salaries drawn by teaching faculty and that offered by the corporate world prevents top-notch talents from entering the teaching field. There is an immediate need to correct this mismatch and initiate measures attract the right talents, so that the education sector is on par with if not superior to corporate sector.

With regard to the syllabus, in today's world, there are no borders for trade, and a majority of the industries are following common strategies or standards. Hence, there is a need to prepare the curriculum after taking into consideration the global requirement. Through this, employability of higher education can be expanded.

Indian universities and colleges should be aware of the impending threats from global counterparts. They should try and forge effective partnership that provides exchange and twinning programmes, so that the Indian students are able to see the other side of the coin.

A majority of the higher educational institutions are low in their quality mainly due to the restriction in the fee structure. Education need not be treated as any other business but it should be able to meet the legitimate expenses, so as to encourage quality upgradation.
With respect to social equity, the constraint of educational institutions being run only by non-profit organizations should be removed and concern for social equity be met by mandating full or part scholarship seats for meritorious students who do not have the means to pay the fees.

Although the government has a special responsibility regarding quality assurance, it is the institution (and especially its staff and students) that is responsible for providing and assuring quality. Therefore, it is imperative that each institution develops an efficient Internal Quality Assurance (IQA) system. There is no single model that fits all. It is up to the institution to decide what model that fits it best. However, there are some basic conditions that have to be met.

In conclusion, it could be said that there is an urgent need to establish higher knowledge institutions, where talent is the watch word.