

CHAPTER

VI

**SUMMARY AND IMPLICATIONS**

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6.1 SUMMARY

6.2 IMPLICATIONS

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## 6.1 SUMMARY

The progress of a country generally depends on the richness and potentials of its manpower resources. Higher education plays important role in human resource development. On one hand it sets pace and tone of education throughout the system through its products who staff all educational institutions as teachers, supervisors and administrators, while on the other, it supplies personnel of very innate ability and skill with special training and knowledge to cope with the demand of present day societies as they demand more specialized activities, vocations and professions. Higher education supplies a wide variety of sophisticated and everchanging manpower needed by education, industry, agriculture administration and other different services. The selfreliant and endogeneous character of a national economy can only be maintained and advanced if competent personnel are available to foresee, plan and execute research and developmental activities. Higher education helps to develop leadership qualities, independence of thought, relational outlook, openness to change, proper habits of work, commitment to truth and justice, moral and human values, desire for knowledge and desire to serve the society, which are all important for the development of the nation as a whole.

Higher education has long been regarded a major channel through which one goes up in the world economically and socially. In fact, in today's society, it has become a prerequisite for most positions of trust, initiative, responsibility and leadership in the society.

### 6.1.1 The Problem and Its Significance

A democratic society has obligations to provide opportunities for individuals to develop and use their talents. The interests of the society require that such opportunities should be made attractive. But limitations on the part of students with respect to their abilities etc. and also of the society to make adequate provision for the same deprive a number of students to enter the portals of institutions of higher education.

In Bangladesh, higher education is imparted after twelve years of schooling through degree colleges, professional colleges, general and technical universities. At present, there are six universities and 300 affiliated colleges. The enrolment at higher education is about three per cent of the age group 18 to 24 years. About 23 per cent of the total expenditure of education is spent for higher education. The total expenditure of education is about 1.7 per cent of GNP of Bangladesh. The question that arises is who exactly receives this expensive higher education? Do the fruits of publicly provided facilities reach those who deserve it the most? Those coming for higher education in Bangladesh, are they the children of illiterate farmers, workers, and landless peasants who constitute the 90 per cent of labour force or are they the children of the rest so called urban elites? - this is one of the major socio-economic and educational question of the day as it has implications for the whole nation.

After passing the Higher Secondary Certificate (HSC) examination in Bangladesh, students enter into higher education. On an average about 65 per cent of the students who pass the HSC examination go for higher education. Do they differ in their socio-economic background with those who do not go? Or, do they differ with respect to their parental education and occupation? What are other possible factors in their home environment and interests that constitute the difference?

Still further, what are the causes of not entering into higher education though they pass the HSC examination? What are the constraints that stand in their way of higher studies? Are

they unable to avail themselves of higher education due to financial or any other reason though they are willing for it? What are their perceptions about higher education? Are they engaging themselves in any occupation or are they preparing themselves for any other vocation or are they only increasing the number of unemployed youth?

For the future planning of higher education and also for human resource development, it is therefore necessary to seek answers to these questions. The answers to some of the above mentioned pertinent questions may be helpful in the planning of admission policies, scholarship schemes, setting up of new educational institutions, reforming courses and syllabi, extending facilities for co-curricular activities, guidance and counselling, introduction of correspondence courses etc., i.e., in the overall planning of the process of higher education in Bangladesh.

#### 6.1.2 Statement of the Problem

The title of the present study is —

"ENTRY TO HIGHER EDUCATION IN BANGLADESH — AN INVESTIGATION INTO STUDENTS' CHARACTERISTICS."

#### 6.1.3 Objectives of the Study

The major objectives of the study are :

1. To study the socio-economic background, home environment, academic performance, co-curricular interests and other characteristics of
  - a. those who pass the HSC examination and enter higher education;
  - b. those who pass the HSC examination but do not enter higher education.
2. To ascertain if entry into higher education is associated with the characteristics of students.
3. To have an indepth study of the students
  - a. who have entered higher education and
  - b. who have not entered higher education

with respect to their perception regarding higher education, motivational and aspirational aspect and reasons for not entering higher education etc.

#### 6.1.4 The Theoretical Frame Work: A Social Psychological Model of College Entry.

A theoretical frame work of entry into higher education has been developed which encompasses selected variables and the possible patterns of influence upon entry into higher education. The basis for the theoretical frame work has its roots in the "Wisconsin Model" of status attainment of Sewell and his associates. The entry process into higher education in Bangladesh is viewed as a social-psychological process. It has been argued that college entrance is conditioned by three sets of characteristics - background characteristics like sex, home location, religion, stream of study, birth order and age; socio-economic background characteristics like socio-economic status, home environment, nature of family, family size, education of the siblings and students' residence and psychological characteristics like educational and occupational aspiration, co-curricular interest, achievement motivation, academic performance and institutional adjustment.

#### 6.1.5 Methodology.

##### a. Hypotheses

Realization of second objective of the present study required a set of logical relationship between entry into higher education and the characteristics to be tested empirically. Thus, twenty three null hypotheses of the form "the entry into higher education is independent of ..... .", one each for each characteristic, were formulated.

##### b. Sample

For the present investigation, all the nine colleges of Faridpur district and one college of Rajbari district of Bangladesh were taken. All the students of class XII of these colleges who were present on the date and time of data collection were the respondents. The overall sample composed of 1325

respondents. These students appeared at the HSC examination of 1985 from whom 711 were declared failed. Out of 614 successful students 466 entered the institutions of higher education in 1985-86 session. Thus in the sample, 466 were entrants and 148 were non-entrants. For indepth study, at least five per cent from each group were selected randomly.

### c. Tools

To collect the required data for the present study, it was essential to prepare some instruments and adopt others. The following tools were used for data collection.

- (1) General Information Sheet. ✓
- (2) Socio-Economic Status Scale. ✓
- (3) Home Environment Rating Scale. ✓
- (4) Co-Curricular Interest Inventory. ✓
- (5) Educational Aspiration Scale. ✓
- (6) Occupational Aspiration Scale. ✓
- (7) Institutional Adjustment Inventory. ✓
- (8) Sentence Completion Test. ✓
- (9) Academic Performance Sheet. ✓
- (10) ~~Two~~ interview schedules for indepth studies. ✓

All the tools except the Sentence Completion Test of B.N. Mukherjee were developed by the investigator.

The reliability and validity of the instruments were established.

### d. Collection of Data

The data for the present study were collected in the following phases :

- I. Data regarding the characteristics of the students were collected by administering the tools to all respondents (students of class XII) at the middle of the academic year 1984-85.

- II. Data regarding academic performance of individual respondents were collected from college files after the declaration of the HSC examination results of 1985. On the basis of the HSC examination results, the whole sample was divided into two groups viz., (i) Successful and (ii) Failure.
- III. Information regarding entry into higher education was collected after the admission of 1985-86 session were over. These data were collected from degree colleges of Faridpur and Rajbari districts, from individual respondents, from their parents and friends. On the basis of these informations the successful students were divided into two groups viz., (i) Entrants and (ii) Non-Entrants.
- IV. Interviews for indepth studies were conducted with small groups of respondents i.e., (i) entrants and (ii) non-entrants.

e. Analysis of Data.

For describing the characteristics of entrants and non-entrants frequency and percentage were used. For testing the association between entry into higher education and the characteristics and also the significance of difference between two or more groups, chi-square was used.

#### 6.1.6 Major Findings of the Study

Following are the major finding of the study.

About 46 per cent of the respondents passed the HSC examination, while 54 per cent failed. Seventy six per cent of the successful students entered higher education, while 24 per cent did not.

a. Characteristics of Entrants

- (1) Of the students who entered higher education, 75 per cent were boys, 67 per cent were of rural origin, 74 per cent were muslims, 48 per cent studied science as against 36 per cent arts.

- (ii) Eleven per cent of the fathers' of the entrants were illiterates as against 36 per cent matriculates and 15 per cent atleast graduates. Twenty seven per cent mothers of entrants were illiterate whereas 10 per cent were atleast matriculates. Thirty seven per cent entrants had fathers engaged in agriculture. Twenty one per cent of the entrants' families had middle socio-economic status, while 79 per cent entrants belonged to low SES families. About 85 per cent of entered students came from nuclear family system. About 51 per cent of the entrants were the children of medium sized families. Majority (58%) of the entrants lived with their parents while they were the students of HSC.
- (iii) Fortynine per cent of the entered students had good home environment while only about two per cent had poor home environment.
- (iv) About 18 per cent of the entered students were high achievers, 63 per cent were average achievers and 19 per cent were the low achievers at HSC examination. Half of the entrants were average achievers as against 39 per cent high and 11 per cent low achievers at SSC examination.
- (v) Eighty five per cent of the students had high educational aspirations.
- (vi) Seventy three per cent of the entrants had high occupational aspirations and the entrants preferred professional jobs the most.
- (vii) About 70 per cent entrants had moderate co-curricular interests whereas two per cent had high interests.
- (viii) Forty seven per cent of entrants were found highly adjusted to their higher secondary institutions.
- (ix) Though majority (52%) of the entrants had moderate achievement motivation, 47 per cent had poor achievement motivation.



b. Characteristics of Non-Entrants

- (i) Among the non-entrants, 57 per cent were boys, 81 per cent came from rural families, 75 per cent were muslims, 49 per cent studied arts as against 34 per cent science.
- (ii) About 14 per cent of the fathers and 26 per cent mothers of non-entrants were illiterates. More than 42 per cent of the fathers (including about five per cent atleast graduates) and four per cent mothers were matriculates. Fathers of the half of the non-entrants were engaged in agriculture. About 90 per cent non-entrants came from low SES families, while rest 10 per cent were from middle SES families. About 86 per cent of the non-entrants came from nuclear family system. About 38 per cent of the non-entrants were the children of large sized families as against 14 per cent from small families. About 61 per cent of the non-entrants stayed in their parental homes while they were studying HSC.
- (iii) Fifty nine per cent non-entrants came from moderate environmental homes as against 40 per cent who came from good environment.
- (iv) The average and low achievers at HSC were almost equally represented in the non-entrant group. None of the non-entrants was a high achiever. About 58 per cent of the non-entrants were average, 28 per cent low and 14 per cent were high achievers at SSC examination.
- (v) Three-fourth of the non-entrants had high educational aspirations.
- (vi) About 57 per cent of the non-entrants had high occupational aspirations. They preferred teaching and professional jobs most.
- (vii) About 58 per cent of non-entrants had moderate and 41 per cent had poor co-curricular interests.
- (viii) Fifty three per cent of the non-entrants were highly adjusted to the institutions where they had studied while 45 per cent had average adjustments.

- (ix) Sixty one per cent of the non-entrants had low achievement motivation as against 39 per cent who had moderate achievement motivation.

c. Association between Entry into Higher Education and Characteristics

- (i) Entry into higher education was independent of religion, birth order, age, mothers' education, nature of family, family size, siblings' education, students' residence and institutional adjustment for total sample.
- (ii) Entry into higher education was associated with sex. Boys entered higher education in greater proportion than girls.
- (iii) Entry into higher education was associated with home location. Urban students entered higher education in greater proportion than rural ones.
- (iv) Stream of study at HSC stage affected the entry into higher education of students. Science students entered higher education in greater proportion than arts and commerce students.
- (v) Entry into higher education was related to fathers' education of the students as children of highly educated fathers entered higher education in greater proportion than the children of poorly educated or illiterate fathers.
- (vi) Entry into higher education was influenced by fathers' occupation of students. Children of professional and senior official fathers entered higher education in greater proportion than children of others.
- (vii) Socio-economic status was an influencing factor<sup>for</sup> college entrance. Students from middle SES families entered higher education in greater proportion than the students from low SES families.
- (viii) Home environment acted as a differentiator between entrants and non-entrants. Students from homes having good environment entered higher education in greater proportion than those from homes having moderate environment.

- (ix) Academic performance at HSC and SSC was associated with college entry. Students with better past academic performance entered higher education in greater proportion than those who had poor achievements.
- (x) Entry into higher education was associated with educational and occupational aspirations. Students who had high educational and occupational aspirations entered higher education in greater proportion than students who had average or low educational and occupational aspirations.
- (xi) Co-curricular interests of students affected their college entry. Students who had high or average co-curricular interests entered higher education in greater proportion than students who had low co-curricular interests.
- (xii) College entry was associated with achievement motivation. Students who had higher achievement motivation entered higher education in greater proportion than those who had lower achievement motivation.

## 6.2 IMPLICATIONS

Educationists, administrators, politicians, students and intelligentsia very often talk about the need of a scientific and mass oriented education policy. Formulation of a rational policy regarding higher education in a developing country like Bangladesh requires a consensus about many unsettled issues like proportion of GDP to be spent on education and its share for higher education, whether higher education should be more selective or not and whether the private costs of higher education should be raised reducing the social costs or not on one hand and on the other, data and knowledge regarding the manpower need and cost effectiveness of higher education. Discussion of these issues are beyond the scope of the present study. However, it is now possible to provide answers to a few pertinent questions like,

- a. What percentage of students pass HSC examination and what percentage enter higher education?

*fact not*

- b. Whether sex, home location, religion, stream of study, birth order and age influence the process of entry into higher education?
- c. Whether parental education and occupation, family income, socio-economic status of the family, home environment, nature and size of family, siblings' education help in determining entry into higher education?
- d. Whether academic performance, educational and occupational aspirations, co-curricular interest, institutional adjustment and achievement motivation affect college entry?

Towards these, it has been found from the present investigation that there are many factors which influence the students, entry into higher education after passing the HSC (class XII) examination. It was found that girls, rural students, children belonging to families with lower levels of education and occupation and lower income families are disadvantaged groups in respect of college entry. In a country committed to democracy and social justice, there should not be an advantaged group which scores over others or a disadvantaged group which lags behind others. These discrepancies can not be narrowed down in a day or two, but can be corrected in the longrun. Hence, the findings of the present investigation has twofold implications. Firstly, for national policy framers regarding higher education and secondly for future researchers.

#### 6.2.1 Implications for Policy Framing

- 1. Women education should be made free at all the stages of education including higher education.
- 2. More degree colleges can be established for girls. !
- 3. Phased planning to train and recruit women teachers should be taken up.
- 4. ✓ Hostels for girls should be established in each co-educational institutions of higher education.

5. More colleges should be established in rural areas.
6. Generous financial help in forms of scholarship, free ship, interest free loans etc. be provided to deserving students. ✓
7. Education may be nationalized completely. ✓
8. A system of quotas for admission to different institutions in favour of the disadvantaged might be considered. ✓
9. Awareness regarding higher education in general and girls' education in particular be created with the help of mass media. ✓
10. As students mainly opt for honours courses, three year degree course (honours) may be opened in most of the degree colleges.
11. Alternative approaches to formal system of education like non-formal education, distance education, can be thought out in order, to cover up the majority of population. ✓
12. Vocationalization of secondary education should be stressed. ✓
13. As academic performance is the most influential factor which determines college entry, arrangement should be made to raise the level of academic achievement of students especially those in rural areas. This demands better instructional facilities in secondary and higher secondary stage. ✓
14. Guidance services especially on the choice of educational specialization and occupational career should be given due attention in schools and colleges as well. ✓

#### 6.2.2 Implications for Future Researchers

Educational research is a very recent phenomenon in Bangladesh. Any research study will be of immense help for future planning of education in Bangladesh. A future researcher can take up some studies of following nature:

1. Longitudinal studies to be designed to follow the entrants and non-entrants of the present investigation to study the educational and occupational attainment and job placement of them.
2. For the further confirmation of the social psychological model of college entry, similar studies can be conducted in other parts of the country.
3. There are certain important factors like intelligence, study habits, library habits, exposure to mass media, pattern of interactions in the family, the peer group influence are likely to influence the entry of students into higher education. Specific studies incorporating these factors need to be undertaken.
4. Future research can be designed to study the relative (direct and mediated) contributions of the variables to college entry.
5. Studies should be conducted to set up multiple regression equations to predict college entry.
6. A prediction study is also required for students of class X. What are the attributes of students of class X who would enter class XI? Such knowledge will help the authorities in providing educational and vocational guidance to students and also for planning vocational educational facilities.
7. Predictive value of examination marks, mainly on which admissions are based need to be studied.