

## LOOPHOLES IN THE EDUCATION SYSTEM

-A study on hindrances in an individual's career development.

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### OBJECTIVE:

This survey aims to focus on the loopholes of the education system that kills the potential and aspirations of students.

It recognizes how the poor education system hinders students from understanding how the subjects they are studying apply to the real world.

Goal is to gather suggestions and recommendations from students on how to overcome these barriers to promote academic and career success. And then provide these insights to policymakers, educators & other stakeholders to develop strategies that supports the academic & career development of the students in progressive manner.

### HYPOTHESIS:

1. **NULL HYPOTHESIS:** There is no significant difference in the education process with the same board all over the country.  
**ALTERNATIVE HYPOTHESIS:** There is a significant difference in the education process with the same board all over the country.
2. **NULL HYPOTHESIS:** There is no significant difference in students' understanding of their future options when they are exposed to a comprehensive curriculum that includes all fields (science, commerce, and arts)  
**ALTERNATIVE HYPOTHESIS:** There is a significant difference in students' understanding of their future options when they are exposed to a comprehensive curriculum that includes all fields (science, commerce, and arts)
3. **NULL HYPOTHESIS:** There is no significant difference in the level of emphasis on theoretical knowledge versus the practical opportunities in the real world.  
**ALTERNATIVE HYPOTHESIS:** There is a significant difference in the level of emphasis on theoretical knowledge versus the practical opportunities in the real world.
4. **NULL HYPOTHESIS:** There is no significant difference in the students conceptual understanding by incorporating more field trips and industrial visits in the curriculum.  
**ALTERNATIVE HYPOTHESIS:** There is a significant difference in the students conceptual understanding by incorporating more field trips and industrial visits in the curriculum.

5. **NULL HYPOTHESIS:** There is no significant difference in the attendance of students despite of mentors working with them regarding the issue.  
**ALTERNATIVE HYPOTHESIS:** There is a significant difference in the attendance of students when mentors work with them regarding the issue.
6. **NULL HYPOTHESIS:** There is no significant difference between the students and institutions relationship with the help of personal counsellor.  
**ALTERNATIVE HYPOTHESIS:** There is a significant difference between the students and institutions relationship with the help of personal counsellor.
7. **NULL HYPOTHESIS:** There is no significant difference in the success rate when the institution works on improving its own policy inspite of glorifying foreign colleges.  
**ALTERNATIVE HYPOTHESIS:** There is a significant difference in the success rate when the institution works on improving its own policy inspite of glorifying foreign colleges.
8. **NULL HYPOTHESIS:** The delivery of a Personal Development program does not have a significant effect on students' competence for adulthood.  
**ALTERNATIVE HYPOTHESIS:** The delivery of a Personal Development program has a significant effect on students' competence for adulthood.
9. **NULL HYPOTHESIS:** There is no significant relationship between taking a degree based on interest and the likelihood of switching career.  
**ALTERNATIVE HYPOTHESIS:** There is a significant relationship between taking a degree based on interest and the likelihood of switching career.
10. **NULL HYPOTHESIS:** There is no relationship between the belief that students should be allowed to switch their majors and one's willingness to consider switching careers.  
**ALTERNATIVE HYPOTHESIS:** There is a relationship between the belief that students should be allowed to switch their majors and one's willingness to consider switching careers.

## HYPOTHESIS TESTING:

### [Loop holes in the Education System \(Responses\).xlsx](#)

### [Hypothesis testing.xlsx](#)

	<b>Null hypothesis</b>	Null hypothesis: There is no significant difference in the education process with the same board all over the country	Null Hypothesis: There is no significant difference in students' understanding of their future options when they are exposed to a comprehensive curriculum that includes all fields (science, commerce, and arts)	Null hypothesis: There is no significant difference in the level of emphasis on theoretical knowledge versus the practical opportunities in the real world	Null hypothesis: There is no significant difference in the students' conceptual understanding by incorporating more field trips and industrial visits in the curriculum	Null hypothesis: There is no significant difference in the attendance of students despite of mentors working with them regarding the issue	Null hypothesis: There is no significant difference between the students and institutions relationship with the help of personal counsellor	Null hypothesis: There is no significant difference in the success rate when the institution works on improving its own policy inspite of glorifying foreign colleges	Null hypothesis: The delivery of a Personal Development program does not have a significant effect on students' competence for adulthood.
	<b>Alternative hypothesis</b>	Alternative hypothesis: There is a significant difference in the education process with the same board all over the country	Alternative hypothesis: There is a significant difference in students' understanding of their future options when they are exposed to a comprehensive curriculum that includes all fields (science, commerce, and arts)	Alternative hypothesis: There is a significant difference in the level of emphasis on theoretical knowledge versus the practical opportunities in the real world	Alternative hypothesis: There is a significant difference in the students' conceptual understanding by incorporating more field trips and industrial visits in the curriculum	Alternative hypothesis: There is a significant difference in the attendance of students when mentors work with them regarding the issue	Alternative hypothesis: There is a significant difference between the students and institutions relationship with the help of personal counsellor	Alternative hypothesis: There is a significant difference in the success rate when the institution works on improving its own policy inspite of glorifying foreign colleges	Alternative hypothesis: The delivery of a Personal Development program has a significant effect on students' competence for adulthood.
	<b>Question</b>	Do you believe that there should be a single board and same education system all over the country to standardize the education process?	Do you believe that rather than focusing on a specific area, secondary education should offer a comprehensive curriculum that exposes students to all the fields (science, commerce, and arts) to give them a better understanding of their options?	Do you feel that institutions are heavily focused on theoretical knowledge and students are not given enough practical opportunities to apply what they learn to the real-world problems?	Do you believe that government should incorporate more field trips and industrial visits into the curriculum for students to have a better understanding of how the subjects they are studying apply to the real world and make their education more engaging?	Do you think that instead of imposing a strict attendance policy, a mentor should be assigned to work with students who are struggling to attend class could be a more effective solution?	Do you believe that building a more personal relationship between the students and the institution with the help of a personal counselor, can encourage students to engage more actively in their education?	Do you agree with the statement that instead of glorifying foreign colleges, they should design their own course and nurture students in such a way that it attracts other students?	Do you think that a Personal Development program that covers topics such as self-awareness, stress management, communication, financial literacy, etc should be delivered to students as they approach adulthood?
	<b>Yes</b>	89	94	99	102	89	97	103	97
	<b>No</b>	17	12	7	4	17	9	3	9
<b>SAMPLE SIZE</b>	<b>n</b>	106	106	106	106	106	106	106	106
<b>SAMPLE PROPORTION</b>	<b>p1</b>	0.840	0.887	0.934	0.962	0.840	0.915	0.972	0.915
	<b>p2</b>	0.500	0.500	0.500	0.500	0.500	0.500	0.500	0.500
$Z_{test} = \frac{\hat{p} - p_0}{\sqrt{p_0(1-p_0)}}$	<b>z</b>	6.993	7.965	8.936	9.519	6.993	8.547	9.713	8.547
	<b>p value</b>	9.6E-12	6.7E-15	1.8E-18	8.4E-21	9.6E-12	5.5E-17	1.3E-21	5.5E-17
	<b>level of significance</b>	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05
		Null hypothesis rejected	Null hypothesis rejected	Null hypothesis rejected	Null hypothesis rejected	Null hypothesis rejected	Null hypothesis rejected	Null hypothesis rejected	Null hypothesis rejected

Null hypothesis: There is no significant relationship between taking a degree based on interest and the likelihood of switching career.										
Alternative hypothesis: There is a significant relationship between taking a degree based on interest and the likelihood of switching career.										
OBSERVED VALUES					EXPECTED VALUES				CHI-SQUARE TEST	
	Did you take the degree based on your interest?	If given the opportunity, would you consider switching your career?			Did you take the degree based on your interest?	If given the opportunity, would you consider switching your career?			Level of significance	0.05
Yes	69	35	104		Yes	52	52		P value	8.98286E-06
No	20	44	64		No	32	32		Null hypothesis rejected	
Don't Know	11	21	32		Don't Know	16	16			
	100	100	200							

Null hypothesis: There is no relationship between the belief that students should be allowed to switch their majors and one's willingness to consider switching careers.											
Alternative hypothesis: There is a relationship between the belief that students should be allowed to switch their majors and one's willingness to consider switching careers.											
OBSERVED VALUES					EXPECTED VALUES				CHI-SQUARE TEST		
	Do you believe that students should be allowed to switch their majors during their studies and the process should be made simple?	If given the opportunity, would you consider switching your career?				Do you believe that students should be allowed to switch their majors during their studies and the process should be made simple?	If given the opportunity, would you consider switching your career?			Level of significance	0.05
Yes	52	26	78		Yes	39	39		P value	1.84504E-06	
No	11	37	48		No	24	24		Null hypothesis rejected		
	63	63	126								

## **CONCLUSION:**

1. There is a significant difference in the education process with the same board all over the country.
  2. There is a significant difference in students' understanding of their future options when they are exposed to a comprehensive curriculum that includes all fields (science, commerce, and arts)
  3. There is a significant difference in the level of emphasis on theoretical knowledge versus the practical opportunities in the real world.
  4. There is a significant difference in the students conceptual understanding by incorporating more field trips and industrial visits in the curriculum.
  5. There is a significant difference in the attendance of students when mentors work with them regarding the issue.
  6. There is a significant difference between the students and institutions relationship with the help of personal counsellor.
  7. There is a significant difference in the success rate when the institution works on improving its own policy inspite of glorifying foreign colleges.
  8. The delivery of a Personal Development program has a significant effect on students' competence for adulthood.
  9. There is a significant relationship between taking a degree based on interest and the likelihood of switching career.
  10. There is a relationship between the belief that students should be allowed to switch their majors and one's willingness to consider switching careers.
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