



# Academic Achievement of Secondary School Muslim Students with Reference to their Parental Aspiration

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## Abstract:

*The Present study is an attempt to examine academic achievement of secondary school Muslim students with reference to their parental aspiration in Haldia sub-division of West Bengal. The investigators selected 40 secondary school Muslim students and their parents by using stratified random sampling technique from rural and urban area located in Haldia sub-division of West Bengal. The objectives of the study are to study the academic achievement of secondary school Muslim students, to compare the achievement of secondary school Muslim students with reference to their gender, rural and urban & to study the relationship between achievements of secondary school Muslim students with the level of aspiration of their parents. Investigators have employed survey method and self developed Interview Schedule on Aspiration to collect aspiration of parents was used as tools for collection of data. The tool consisting of 34 items based on education, vocation, economy and social recognition and Student Achievement collected from school record. The collected data were analysed by using QD, correlation and t-test. The study reveals that, there is no significant difference between achievement of secondary school Muslim students with boys and girls, here is a significant difference between achievement of secondary school Muslim students with urban and rural and the relationship between achievement score and parental level of aspiration score of whole secondary school Muslim students is substantial.*

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**Keywords:** Academic Achievement, Parental Aspiration, Secondary School, Muslim Students

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## 1. Introduction

Education is a process and kind of activity in relation to human beings. It is a continuous effort to develop all capacities of the students to control their neighbouring environment and to fulfil their needs. Though education is a part of human life, it cannot help the pursuers unless they have the required amount of educational aspirations. Individuals will have aspirations, is all stages of life, so that people try for their self enhancement. The aspiration during student's period influences their behaviour.

“All I need is a chance.” To develop and progress a country, there should be a chance to give the education to every individual. According to our constitution it is the responsibility of our government to take policies and programs to learn her citizen. But is it only a government's responsibility? There must have a willing power of students and their parents. To develop his willing power, parent has big role. Every parent has aspirations towards their children's education and levels of parental aspiration also influence their children's achievement. Parental aspirations will be influential not only regarding their ward's achievement but also their career, occupational decisions, outcomes i.e. their overall well-being later in life. India is a democratic, sovereign, secular and republic country. There are various casts and religions in India. Some communities are also there whose population is very few in number.

These communities are called minority sections. Muslim community is one of them. They are more back water in compare to others both in educational fields and in economical background. The Indian government is continuously taking various policies, provisions and programs for their progress. Especially they are being given many opportunities for their higher education such as scholarships, economical helpings etc. Only education can develop the ideas among these communities which help them for progress.

It is seen that the Muslim communities are not enough conscious about their normal family planning. Most of them are below poverty line. It is also seen that illiteracy and ignorance of the parents are reflected in their wards. The Sachar Committee Report (2006) made it quite clear that Muslims are far behind other communities. The Muslim enrolment ratio was far less than any other community in higher education section in India is exposed by the official records of govt. itself. Most of the pupils of this community engage themselves as child labour to support their family before completion high school education. It can be said that illiteracy, ignorance, and indifference of the parents are responsible for it. While the majority of high school students aspire to continue their education after high school, the percent of students who successfully complete a college degree is low (Kirst & Venezia, 2004). The high percent of students entering college and dropping out before the completion of a degree has drawn the attention of researchers and educators, particularly in the area of high school standards and preparation for college level work.

Education is for all. So, every child is given equity and equality. Despite of, among Muslim community, still the rate of illiteracy is high. One of the main reasons behind this is the indifference of the parents. There have been arranged some special scholarship for this special community. To grow literacy among them there must be prevented economical barriers and to make educational awareness and interest among themselves.

## **2. Rational of the Study**

This paper has examined the relationship between academic achievement and parental aspirations with particular focus on the secondary schools Muslim students. Several researchers e.g., Fatahiya & Ahmad(2010), Sharma & Jaswal(2001), Kainuwa & Yusuf(2013) have examined parental involvement as a construct consisting of four dimensions-parent-child communication about school, home supervision, parental participation in school-related activities and parental aspirations. Of these four dimensions of involvement, research has found parental aspirations to be the dimension most strongly linked to student academic achievement. Parental aspirations had a much stronger correlation with student academic achievement than the correlation between parental involvement and academic achievement or the correlation of any other dimension of involvement and academic achievement.

There are so many research conducted on Muslim students. But, there is no research evidence of studying on academic achievement and parental aspiration of Muslim students. The parental aspiration play significant role for educational development of Muslim students. Parental aspiration represents a critical role that parents has in helping their child to be successful once. Although there appears to be little to no research that has examined parental aspirations toward getting success of their child. A more thorough understanding of the literature reading regarding parental aspirations related to academic achievement would prove to be useful in ensuring that all Muslim students are successful once. So, realising this present study has under taken.

## **3. Statement of the Problem**

The researcher stated the current study as “**Academic Achievement of Secondary School Muslim Students with Reference to their Parental Aspiration.**”

## **4. Operational Definition of the key Terms**

### **4.1 Aspiration**

Aspiration is an expression of the desire to achieve and improve. It is a level of motivation that overcomes task complexity with perpetual efforts and push one's to work toward those goals. In this

proposed story aspiration means parent's expectations towards their children's education.

#### **4.2 Academic Achievement**

Student academic achievement measures the amount of academic content a student learns in a determined amount of time. Here academic achievement means academic performance of students studying in class X.

#### **4.3 Secondary School Muslim Students**

Secondary school Muslim students mean Muslim children studying in secondary school i.e. in class IX & X. But in this study secondary school Muslim students mean Muslim students studying in class X.

### **5. Objectives of the Study**

1. To study the academic achievement of secondary school Muslim students.
2. To compare the academic achievement of secondary school Muslim students with reference to their gender.
3. To compare the academic achievement of secondary school Muslim students with reference to their rural and urban
4. To compare the academic achievement of secondary school Muslim students with high and low level of aspiration.
5. To compare the academic achievement of secondary school Muslim students with high and middle level of aspiration.
6. To compare the academic achievement of secondary school Muslim students with middle and low level of aspiration.
7. To study the relationship between academic achievement of secondary school Muslim students with the level of aspiration of their parents.

### **6. Hypotheses of the Study**

- Ho<sub>1</sub>:** There is no significant difference between academic achievement of secondary school Muslim student with boys and girls.
- Ho<sub>1</sub>:** There is no significant difference between academic achievement of secondary school Muslim student with rural and urban.
- Ho<sub>1</sub>:** There is no significant difference between academic achievement of secondary school Muslim students with high and low level of aspiration.
- Ho<sub>1</sub>:** There is no significant difference between academic achievement of secondary school Muslim students with high and middle level of aspiration.
- Ho<sub>1</sub>:** There is no significant difference between academic achievement of secondary school Muslim students with middle and low level of aspiration.
- Ho<sub>1</sub>:** There is no positive relationship between academic achievement of secondary school Muslim students and level of aspiration of their parents.

### **7. Scope of the Study**

The study is delimited to 40 secondary school Muslim students and their parents. in Haldia sub-division of Purba Medinipur District. It is conducted only on secondary school Muslim students studying in class X and their parents. Further its scope in finding out the impact and relationship between and among the two things namely academic achievement and parental aspiration.

### **8. Procedure**

The present research is a descriptive survey study designed to obtain precise information concerning the academic achievement of secondary school Muslim students studying in class X with reference to their parents. The sample for the study consists of 40 secondary school Muslim students and their parents. Out of 40, 20 students from rural area and 20 students from urban area including both boys and girls. The sample was selected by using stratified random sampling technique. Self developed

Interview Schedule on Aspiration to collect aspiration of parents was used as tools for collection of data. The tool consisting of 34 items based on education, vocation, economy and social recognition. and Student academic achievement collected from school record. The collected data were analysed by using QD, correlation and t-test.

## 9. Analysis and Interpretation

### 1. Academic Achievement of Secondary School Muslim Students

The first objective of the study is to study the academic achievement of secondary school Muslim students. For this, the investigators have collected the data regarding academic achievement from school record and categorized students into two groups such as gender basis and area basis. The Table-1 gives details of descriptive statistics of academic achievement of secondary school Muslim students.

**Table-1: Academic Achievement of Secondary School Muslim Students**

Academic Achievement		N	Mean	SD
Whole Sample		40	38.07	4.03
Gender	Boys	20	38.99	2.52
	Girls	20	37.16	5.25
Area	Urban	20	41.92	2.58
	Rural	20	35.94	2.53

Table –1 depicts that, the mean and standard deviation of whole secondary school Muslim students are found to be 38.07 & 4.03 respectively. The mean and standard deviation of boys both in rural and urban are 38.99 & 2.52 respectively. The mean and standard deviation of girls both in rural and urban are 37.16 & 5.25 respectively. The mean and standard deviation of urban sector both boys and girls are 41.92 & 2.58 respectively. The mean and standard deviation of rural sector both boys and girls are 35.94 & 2.53 respectively. It can be concluded that the majority of students have less than 50% of academic achievement score.

### 2. Academic Achievement of Students with Regards to Gender

The second objective of the study is to compare the academic achievement of secondary school Muslim students with reference to their gender. So here the null hypothesis is “There is no significant difference between academic achievement of secondary school Muslim student with boys and girls”. For this the statistical technique t-test has been applied. The table-2 shows the academic achievement of students with regards to gender.

**Table-2: ‘t’ Value of Academic Achievement of Students with Gender**

Gender	N	Mean	SD	df	t-value	Result
Boys	20	38.99	2.52	38	1.41	Not Significant at 0.05 level
Girls	20	37.16	5.25			

Table - 2 shows that, the mean scores of both boys Muslim students and girls Muslim students are 38.99 & 37.16 with SDs 2.52 & 5.25 respectively. The t-value is 1.41 which is not significant where the t value is 2.02 at the level of 0.05. Therefore, null hypothesis “There is no significant difference between academic achievement of secondary school Muslim student with boys and girls” is accepted. Further the mean scores of secondary school Muslim students with boys and girls are 38.99 & 37.16 respectively. It revealed that boys Muslim students scored higher than girls Muslim students. So, it can be concluded that the academic achievement of boys Muslim students have more favourable than girls Muslim students.

### 3. Academic Achievement of Students with regards to Rural and Urban

The third objective of the study is to compare the academic achievement of secondary school Muslim students with reference to their rural and urban. So here the null hypothesis is “There is no significant

difference between academic achievement of secondary school Muslim student with rural and urban”. For this the statistical technique t-test has been applied. The table-3 shows the academic achievement of students with regards to rural and urban.

**Table-3: ‘t’ Value of Academic Achievement of Students with Rural and Urban**

Area	N	Mean	SD	Df	t-value	Result
Urban	20	41.92	2.58	38	7.38	Significant at 0.05 level
Rural	20	35.94	2.53			

Table - 3 indicates that, the mean scores of secondary school Muslim students with urban and rural are 41.92 & 35.94 with SDs 2.58 & 2.53 respectively. The t-value is 7.38 which is significant where the t value is 2.02 at the level of 0.05. Thus it shows that urban and rural have a significant impact on the achievement of secondary school Muslim students. Thus the null hypothesis “There is no significant difference between academic achievement of secondary school Muslim students with urban and rural” is rejected.

**4.Academic Achievement of Students with High and Low Level of Parental Aspiration**

The fourth objective is to compare the academic achievement of secondary school Muslim students with high and low level of parental aspiration. So here null hypothesis is “There is no significant difference between academic achievements of secondary school Muslim students with high and low level of parental aspiration.” For this the statistical technique t-test has applied. The table-5 shows the academic achievement of students with high and low level of parental aspiration.

**Table-4: ‘t’ Value of Academic Achievement of Students with High and Low level of Parental Aspiration**

Groups	N	Mean	SD	df	t-value	Result
Academic Achievement of Students with high PA	11	39.05	4.47	20	0.34	Not Significant at 0.05 level
Academic Achievement of Students with Low PA	11	38.42	4.24			

Table - 4 depicts that, the Mean scores of academic achievement of secondary school Muslim students with high and low level of parental aspiration are 39.05 & 38.42 with SDs 4.47 & 4.24 respectively. The t-value is 0.34 which is not significant where the t value is 2.09 at the level of 0.05. Thus it shows that the high and low level of parental aspiration has no significant impact on achievement of secondary school Muslim students. Thus the null hypothesis “There is no significant difference between academic achievements of secondary school Muslim student with high and low level of aspiration” is accepted.

**5.Academic Achievement of Students with High and Middle Level of Parental Aspiration**

The fifth objective is to compare the academic achievement of secondary school Muslim students with high and middle level of parental aspiration. So here null hypothesis is “There is no significant difference between achievement of secondary school Muslim students with high and middle level of parental aspiration.” For this the statistical technique t-test has applied. The table-5 shows the achievement of students with high and middle level of parental aspiration.

**Table-5: ‘t’ Value of Academic Achievement of Students with High and Middle level of parental Aspiration**

Groups	N	Mean	SD	df	t-value	Result
Academic Achievement of Students with high PA	11	39.05	4.47	27	0.04	Not Significant at the level of 0.05
Academic Achievement of Students with middle PA	18	39.17	10.17			



Table - 5 shows that, the mean scores of academic achievement of secondary school Muslim students with high and middle level of parental aspiration are 39.05 & 39.17 with SDs 4.47 & 10.17 respectively. The t-value is 0.04 which is not significant where the t value is 2.05 at the level of 0.05. Thus it shows that the high and middle level of parental aspiration has no significant impact on academic achievement of secondary school Muslim students. The difference between the achievement of secondary school Muslim students with high and middle level of parental aspiration are just by chance. Thus the null hypothesis “There is no significant difference between academic achievement of secondary school Muslim student with high and middle level of aspiration” is accepted.

**6. Academic Achievement of Students with Middle and Low Level of Parental Aspiration**

The sixth objective is to compare the academic achievement of secondary school Muslim students with middle and low level of parental aspiration. So here null hypothesis is “There is no significant difference between academic achievement of secondary school Muslim students with middle and low level of parental aspiration.” For this the statistical technique t-test has applied. The table-6 shows the academic achievement of students with middle and low level of parental aspiration.

**Table-6 : ‘t’ Value of Academic Achievement of Students with Middle and low level of parental Aspiration**

Groups	N	Mean	SD	df	t-value	Result
Academic Achievement of Students with middle PA	18	39.17	10.17	27	0.26	Not Significant at the level of 0.05
Academic Achievement of Students with low PA	11	38.42	4.24			

Table - 6 depicts that, the Mean scores of academic achievement of secondary school Muslim students with middle and low level of parental aspiration are 39.17 & 38.42 with SDs 10.17 & 4.24 respectively. The t-value is 0.26 which is not significant where the t value is 2.05 at the level of 0.05. Thus it shows that the middle and low level of parental aspiration has no significant impact on academic achievement of secondary school Muslim students. The difference between the academic achievement of secondary school Muslim students with middle and low level of parental aspiration are just by chance. Thus the null hypothesis “There is no significant difference between academic achievement of secondary school Muslim student with middle and low level of aspiration” is accepted.

**7. Relationship Between Academic Achievement and Parental Level of Aspiration of Secondary School Muslim Students**

The seventh objective is to study the relationship between academic achievements of secondary school Muslim students with the level of aspiration of their parents. Here the hypothesis is “There is no positive relationship between academic achievements of secondary school Muslim students with the level of aspiration of their parents. To know the relationship between academic achievements of secondary school Muslim students with the level of aspiration of their parent’s researches have calculated coefficient of correlation which is presented in following table.

**Table-7 : Coefficient of Correlation Between Academic Achievement and Parental Aspiration**

Groups	N	Coefficient of Correlation	Interpretation
Academic Achievement of Whole Sample Academic Parental level of Aspiration of Whole sample	40	0.675	Substantial

It shows from the table-8 that, the coefficient of correlation between academic achievement score of whole students and score of their parental level of aspiration is 0.675. It can be interpreted that relationship between academic achievement score and parental level of aspiration score of whole

secondary school Muslim students is substantial.

## 10. Major Findings

- The majority of students have less than 50% of academic achievement.
- There is no significant difference between academic achievement of secondary school Muslim students with boys and girls.
- There is a significant difference between academic achievement of secondary school Muslim students with urban and rural.
- There is no significant difference between academic achievement of secondary school Muslim students with high and low level of aspiration.
- There is no significant difference between academic achievement of secondary school Muslim students with high and middle level of aspiration.
- There is no significant difference between academic achievement of secondary school Muslim students with middle and low level of aspiration.
- The relationship between academic achievement score and parental level of aspiration score of whole secondary school Muslim students is substantial.

## 11. Educational Implications

- The present study points out that majority of Muslim students have less than 50% of academic achievement score in ix class. So, care should be taken to find out why achievement percentage is low among among secondary school Muslim students , which is still regarded as important stage of entire education system. Govt. of West Bengal should take different positive steps through SCERT and other nodal agencies to manage nationalized curriculum and syllabus in different classes for massive achievement as per present need. Minority Development Department's educational system must be managed accordingly to cope with others. Parents and teachers meeting should be done in regular interval to make them well known, regarding the education of their children.
- Necessary steps should be taken for improvement of school environment in secondary schools, proper study atmosphere, recruitment of dedicated teachers may be appointed in high Madrasa schools. Schools run by Minority welfare department and High Madrasa education board of West Bengal need to take steps for recruitment and training/orientation of teachers.
- Since illiteracy of parents is a basic reason for low achievement special care should be taken to provide them functional literacy, occupational skills and building of positive attitudes towards education of their children.
- Teachers should be cordial with the students to make them conscious regarding their education and to avoid fear/shyness from the mind of students. Local festivals should be observed in the school to avoid home sickness.
- Adequate infrastructure facilities viz. school building, electricity, portable water supply, girls' toilet and road communication should be provided.
- Government/NGOs should create awareness about importance of education among Muslim people through different mass media or organizing different programs in their villages.
- Last but not the least, the role of the state and the central government seem to be crucial in helping Muslim children to get equal benefits from the educational provisions.

## 12. Conclusion

However, this study provides an understanding as to how much the Muslim students have come up in comparison to the general students. There is a growing realization of focusing attention on education of the minority including Muslims. The majority of students have less than 50% of achievement. Muslim boys students have scored higher than Muslim girls students. Urban and rural students have a significant impact on achievement. Different level(high, middle, low)of parental aspiration has no significant impact in their ward's achievement. It may be due to the interest or disinterest of parents towards the education of their wards. The relationship between achievement and parental level of

aspiration is also substantial.

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