CHAPTER 5

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CHAPTER 5

SUMMARY, FINDINGS AND SUGGESTIONS

5.1. INTRODUCTION

Research process is scientific and objective based. Different steps have to be followed for doing any research. But the last aim of this whole research process is to get findings. In this chapter findings are presented by doing analysis of collected data from different viewpoints.

According to George G. Mouley: “The conclusions are the expression of the investigators personal interpretation of the facts he has uncovered.”

After the independence when the constitution was formed, a provision was made in the constitution’s article 45 to provide free and compulsory education to all the citizens of the country. It was expected that the education should be easily accessible to boys and girls of the country. This research will be helpful in this direction. Some years ago there was male dominance in our fundamentalist society. Men had the responsibility to get education and take any profession or business whereas it was believed that woman should remain in the four walls of their houses, should bring up their children and thus remain aloof from the education. Such beliefs prevailed over the whole of our society. This research will also be useful for change and improvement in such beliefs. Due to ‘Parda’ system in Muslim society, the proportion of education in Muslim women is found to be very insignificant. This research will act as a guide for education of Muslim women. Due to such conservative social customs, there is a reason to believe that Muslim women had faced many problems in the past about getting education. This research will be helpful in bringing changes in conservative society. This research is necessary for solving problems pertaining to education of Muslim women. In two days developing age, it is essential for
Muslim women to acquire education for the development of Muslim society. What will happen after the husband says “Talaak, talaak, talaak” with the help of education. The Muslim women will be able to come out of such danger and live independently and happily forever. This research will be helpful in making Muslim women more self-dependent. The Muslim girls be suffering from inferiority complex and lag behind in comparison to the girls from majority class. This research will also help such Muslim girls to free themselves from such inferiority complex. The weaker economic condition or lacks of education among the parents of Muslim girls are also the factors responsible for their low education. This research will be useful in solving the economical problem of the parents of Muslim girls. This research will provide an overall idea of the educational condition of Muslim girls. The inferences and suggestions of this research will be useful for communicating the social problems of Muslim women.

An idea sprang up in the researcher’s mind about the aforesaid and many other problems pertaining to the education of the Muslim girls and she decided to make study on such problems. This research will be useful in improving the level of education in Muslim girls, and will also be useful for teachers, social organizations, religions heads and government who are trying to make improvement in women education. According to the researcher, this research will be a blessing for girls from minority (Muslim) community.

5.2. SUMMARY

5.2.1. STATEMENT OF THE PROBLEM

The problem of the study has been stated as under.

Impact of Social Problems on Scholastic Achievement of Girls of Minority Secondary School of Gujarat State
5.2.2. OBJECTIVES OF THE STUDY

The objectives of this study are shown below:

1. To study the social problems of Muslim girl students of Minority Secondary Schools.
2. To study the Scholastic achievement of Muslim girl students of Minority Secondary schools.
3. To study the effect of Social Problems on Scholastic achievement of Muslim girl students of Minority Secondary Schools.
4. To study the effect of Standard on scholastic achievement of the Muslim girl students of Minority Secondary Schools.
5. To study the effect of interaction between Standard and Social Problem on Scholastic achievement of the Muslim girl students of Minority Secondary Schools.

5.2.3. HYPOTHESES OF THE STUDY

To verify the above objectives, the following hypotheses were formulated and tested.

HO\(_1\): There will be no significant effect on the mean scores of scholastic achievement of the Muslim girl students of Minority Secondary Schools having social problems.

HO\(_{1,1}\): There will be no significant difference between mean scores of scholastic achievement of Muslim girl students of Minority Secondary Schools having Low social problems and Average social problems.

HO\(_{1,2}\): There will be no significant difference between mean score of scholastic achievement of Muslim girl students of Minority Secondary Schools having Average social problems and High social problems.
**HO$_{1.3}$**: There will be no significant difference between mean score of scholastic achievement of Muslim girl students of Minority Secondary Schools having Low social problems and High social problems.

**HO$_{1.4}$**: There will be no significant difference between mean score of scholastic achievement of Muslim girl students of Minority Secondary Schools of standard 9$^{th}$ and standard 10$^{th}$.

**HO$_{2}$**: There will be no significant effect of social problems on mean score of scholastic achievement of Muslim girl students of Minority Secondary Schools.

**HO$_{3}$**: There will be no significant effect of standard on mean score of scholastic achievement of Muslim girl students of Minority Secondary Schools.

**HO$_{4}$**: There will be no significant effect on mean score of scholastic achievement of the interaction between social problems and standard of Muslim girl students of Minority Secondary Schools.

**HO$_{4.1}$**: There will be no significance different between mean scores of scholastic achievement of the Muslim girl students of std 9$^{th}$ having Low social problems and the Muslim girl students of std 10$^{th}$ having Average social problems of Minority secondary schools.

**HO$_{4.2}$**: There will be no significance different between mean scores of scholastic achievement of the Muslim girl students of std 10$^{th}$ having Low social problems and the Muslim girl students of std 10$^{th}$ having High social problems of Minority secondary schools.

**HO$_{4.3}$**: There will be no significance different between mean scores of scholastic achievement of the Muslim girl students of std 10$^{th}$ having Average social problems and the Muslim girl students of std 10$^{th}$ having High social problems of Minority secondary schools.
**HO4.4**: There will be no significance different between mean scores of scholastic achievement of the Muslim girl students of std 9th having High social problems and the Muslim girl students of std 10th having High social problems of Minority secondary schools.

**HO4.5**: There will be no significance different between mean scores of scholastic achievement of the Muslim girl students of std 9th having Low social problems and the Muslim girl students of std 9th having High social problems of Minority secondary schools.

**HO4.6**: There will be no significance different between mean scores of scholastic achievement of the Muslim girl students of std 10th having Low social problems and the Muslim girl students of std 9th having High social problems of Minority secondary schools.

**HO4.7**: There will be no significance different between mean scores of scholastic achievement of the Muslim girl students of std 9th having Average social problems and the Muslim girl students of std 9th having High social problems of Minority secondary schools.

**HO4.8**: There will be no significance different between mean scores of scholastic achievement of the Muslim girl students of std 10th having Average social problems and the Muslim girl students of std 9th having High social problems of Minority secondary schools.

**HO4.9**: There will be no significance different between mean scores of scholastic achievement of the Muslim girl students of std 9th having Average social problems and the Muslim girl students of std 10th having Average social problems of Minority secondary schools.
5.2.4. VARIABLES OF THE STUDY

In this study there are two main kinds of variables i.e. level of social problems and scholastic achievement scores. Variables of this study are,

**Dependent Variable:** Scholastic Achievement

**Independent Variable:**

1. **Social problems scores**—High Social problems scores, Average Social problems scores and Low Social problems scores.
2. **Standard**—Standard 9th and standard 10th

5.2.5. SAMPLE OF THE STUDY

Population of the study is consisted of the Muslim girl students of Minority Secondary Schools of std 9th and 10th of Gujarat state.

In this study Purposive Random sampling method is selected. The Gujarat State is divided into five zones. (1) North Gujarat (2) South Gujarat (3) Eastern part of Gujarat (4) Western part of Gujarat (5) Central part of Gujarat.

The researcher has selected Ten Secondary schools from different zone of the Gujarat state by random sampling technique. After that the researcher has randomly selected total 50 girl students from all division of standard 9th and standard 10th Respectively by purposive random sampling. because of the required number of girl students are not present in a single division of the each standard. Thus, total 1000 Muslim girl students of standard IX and X of Gujarat State are selected as a sample for the study.

The students were divided according to 3X 2 factorial designs. Then from each zone (stratum) 200 girl Muslim students were selected. The total sample of the study is 1000 students were selected Purposive randomly as shown in below table,
5.2.6. DESIGN OF THE STUDY

Survey method was adopted to know the impact of social Problems on scholastic achievement of the girl Muslim students of std 9th and 10th.

In this study the survey method is employed. It is most popular and most widely used research method in Education. Researcher can gather information in terms of individual’s opinion, by a simple questionnaire. Survey research studies large and small populations by selecting and studying samples chosen from populations to discover the relative interrelations of sociological and psychological variables.

5.2.7. TOOLS OF THE STUDY

In this study self made social problems inventory (Social Problem Status Scale) is employed.

Self Made Social Problem Status Scale was constructed by investigator for Social problems Score. The Social Problem Status Scale has 215 items, out of these some statements are negative and some are positive. All these items are divided into two point scale. The positive statements are ranked with 2 and negative statements are ranked with 1 respectively, as Yes and No. This scale was constructed by the Likert method. Likert methods do not indicate the same quantity for positive and negative statements.
First of all the researcher was collect the previous year final examination results (respectively in the percentage) of the students from the school office. The final examination results of previous year of the students are the scholastic Achievement scores of the sample. Secondly the Social Problem Status Scale was given to the students. Researcher has given directions where they feel difficulty. Then researcher has collected it back.

As per our evaluation system, we know that maximum scores on Scholastic Achievement were 100 and minimum score was zero. In this study researcher found Scholastic Achievement Scores were maximum score is 96 and minimum score was 35 in presented data.

Data is collected from 1000 girl Muslim students from Gujarat State, which were selected purposive randomly as sample from ten schools. Two schools from each zone like, North, South, West, East and Central Gujarat.

Social Problem Status Scale is administrated on 1000 girl Muslim students and get scores of Social Problem. Researcher peruse minimum score of Social problem is 235 and maximum is 403. So that, it was decided to classify all the Students into three levels like High, Average and low Social Problem Score. The criteria for categorization were as under as per percentiles rank:

**TABLE-5.2.7.1**

<table>
<thead>
<tr>
<th>SR.</th>
<th>PERCENTILES SCORE</th>
<th>SCORE</th>
<th>LEVEL OF SOCIAL PROBLEM SCORE</th>
<th>NO. OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>$P_{33} &lt;$</td>
<td>$&lt; 300$</td>
<td>Low Level</td>
<td>337</td>
</tr>
<tr>
<td>2.</td>
<td>$P_{33}$ to $P_{60}$</td>
<td>301 to 359</td>
<td>Average Level</td>
<td>329</td>
</tr>
<tr>
<td>3.</td>
<td>$P_{60} &gt;$</td>
<td>$360 &gt;$</td>
<td>High Level</td>
<td>334</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td>1000</td>
</tr>
</tbody>
</table>
5.2.8. PROCESS OF DATA COLLECTION

In the present study the researcher has decided the procedure for collecting data according to the following phases.

Collection of data is very essential in any educational research to provide a solid foundation for it. It is something like the raw material that is used in the production of data. Quality of data determines the quality of research. It provides a definite direction to research inquiry. The main purpose of it is to verify the hypothesis. Educational researches require the data by means of some standardized research tools or self designed instrument. Data means observations or evidences. Data depend on the type of instrument employed for its measurement.

The researcher has selected Ten Secondary schools from different zone of the Gujarat state by random sampling technique. After that the researcher has randomly selected total 50 girl students from all division of standard 9th and standard 10th respectively by purposive random sampling because of the required number of girl students are not present in a single division of the each standard. Thus, total 1000 Muslim girl students of standard IX and X of Gujarat State are selected as a sample for the study. First of all, the researcher has collected the previous year final examination results (respectively in the percentage) of the students from the school office. The final examination results of previous year of the students are the scholastic Achievement scores of the sample. Secondly the Social Problem Status Scale was given to the students. Researcher has given directions where they feel difficulty. Then researcher has collected it back. Social Problem Status Scale scores were calculated as per self made tool.

There row scores were recorded in $3 \times 2$ factorial table.
5.2.9. METHOD OF STATISTICAL ANALYSIS

Analysis of Variance (ANOVA) was done to check the hypotheses, first of all calculation was done for Bartlet’s Test of homogeneity, It shows that homogeneity of variance.

The statistical method used for analysis of data are Mean, Standard Deviation, Standard Error of deviation and to test the significant difference between various variables ANOVA, ‘F’ value and ‘t’ value were employed at 0.01 and 0.05 level

5.3. FINDINGS

In this study the following Major findings/inferences were drawn after data collection, analysis and interpretation by the researcher.

Major findings of the study are revealed as follow;

1. The levels of higher and lower types of social problems among Muslim girl students in secondary school are found to be similar.

2. The proportion of girl students having Average level of social problems is found to be very Low among Muslim girls in secondary schools.

3. The proportion of girl students having Lower level of social problems is found to be very High among the Muslim girls in secondary school.

<table>
<thead>
<tr>
<th>Social Problem Scores(A)</th>
<th>Low (A1)</th>
<th>Average (A2)</th>
<th>High (A3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard(B)</td>
<td>9(B1)</td>
<td>10(B2)</td>
<td>9(B1)</td>
</tr>
<tr>
<td></td>
<td>9(B1)</td>
<td>10(B2)</td>
<td>9(B1)</td>
</tr>
<tr>
<td></td>
<td>A1B1</td>
<td>A1B2</td>
<td>A2B1</td>
</tr>
<tr>
<td></td>
<td>A2B2</td>
<td>A3B1</td>
<td>A3B2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Among the Muslim girl students of Secondary school, the scholastic achievement of Muslim girls with Average and Low level of social problems as found to be similar.

Among the Muslim girl students of secondary school, the proportion of scholastic achievement in Muslim girls having High level of social problems is found to be higher than that of the Muslim girls having Average level of social problems.

Among the Muslim girl students of secondary school, the proportion of scholastic achievement in Muslim girls having Low level of social problems is found to be lower than that of the Muslim girls having Average level of social problems.

Among the Muslim girl students of secondary school, the proportion of scholastic achievement in Muslim girls studying in std. 10 is found to be higher than that of the Muslim girls studying in std. 10.

An impact of various levels of social problems can be found on the mean scores of scholastic achievement of the Muslim girl students of secondary school.

There is no effect of standards on the mean scores the scholastic achievement of Muslim girl students of secondary school.

There is a significant effect of interaction of the standard of study on the mean scores of the scholastic achievement of the Muslim girl students of secondary schools.

Among the Muslim girl students of secondary school, the scholastic achievement of Muslim girls of std. 9 having Low level of social problems is inferior than that of the Muslim girls of std. 10 having Average level of social problems.

Among the Muslim girl student of secondary school, the scholastic achievement of Muslim girls of std. 10 having High level of social problems is superior than that of the Muslim girls of std. 10 having Low level of social problems.

Among the Muslim girl student of secondary school, the Proportion of scholastic achievement of Muslim girls of std. 10 having High level of social problems is higher than that of the Muslim girls of std. 10 having Low level of social problems.
(14) Among the Muslim girl student of secondary school, the scholastic achievement of Muslim girls of std. 9 having High level of social problems is higher than that of the Muslim girls of std. 10 having Low level of social problems.

(15) Among the Muslim girl student of secondary school, the Muslim girls of Std. 9 having High level of social problems are more superior than that of the Muslim girls of std. 10 having High level of social problems.

(16) Among the Muslim girl student of secondary school, the scholastic achievement of Muslim girls of Std. 10 having High level of social problems is more superior than that of the Muslim girls of std. 9 having Low level of social problems.

(17) Among the Muslim girl student of secondary school, the proportion of scholastic achievement of Muslim girls having Low level of social problems is lower than that of the Muslim girls of std. 10 having Higher level of social problems.

(18) Among the Muslim girl student of secondary school, the scholastic achievement of Muslim girls of std. 9 having High level of social problems are more superior than that of the girls of std. 10 having Low level of social problems.

(19) Among the Muslim girl student of secondary school, the scholastic achievement of Muslim girls of Std. 10 having High level of social problems is more superior than that of the Muslim girls of std. 10 having High level of social problems.

(20) Among the Muslim girl student of secondary school, the proportion of scholastic achievement of Muslim girls of Std. 9 having High level of social problems is found to be higher than that of the Muslim girls of std. 10 having Average level of social problems.

(21) Among the Muslim girl student of secondary school, the proportion of scholastic achievement of Muslim girls of Std. 9 having Average level of social problems is found to be higher than that of the Muslim girls of std. 10 having Average level of social problems.
Among the Muslim girl student of secondary school, the proportion of scholastic achievement of Muslim girls of Std. 9 having Average level of social problems is found to be higher than that of the Muslim girls of std. 10 having Average level of social problems.

5.4. GENERAL SUGGESTIONS

1. The authority of the school has to possess necessary Sociological tests for knowing the social problems of the students.
2. The students should be guided by the teacher when they face some social problems.
3. The students having social problems should be engaged in the activities which helps them in developing their Level of achievement. Parents and teachers can help them by providing proper exposure.
4. Teachers and principals should have the basic understanding of Educational research.
5. Teachers and principals should have the basic understanding of Secularism.
6. Students who are facing some economical problems should be helped by the school authority.
7. Students who are facing some Cultural, religious problems should be helped by the school authority.
8. Teachers are like parents and thus affect the lives of children. Teacher should not punish the students when they fail to get high scores in the tests.
9. Teacher should have their focus and parental care on each and every child as if this does not happen the students feel neglected and proceed towards the first face of depression which may lead to Social Problem and stress.
10. Teacher should guide the students towards the mindful and peaceful practice before the class official begins.
11. Parents have to get information about the social problems of their children so they can guide them accordingly.
(12) Parents can bring somewhat positive changes in the social problems of their children by providing them healthy atmosphere in the home.

(13) Parents should not neglect or punish the child when they fail to get high scores in the tests.

(14) Parents should not compare the academic status and the habits of their child with others or with the peer group members.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

(1) To study the effect of parents’ education, occupation and income on the scholastic achievement of the Muslim students.

(2) To study the correlation between the study habits and intelligence of Muslim girl students.

(3) To study the socio-economic conditions of the students with reference to their achievement-motivation of Minority community.

(4) A study of intelligence, socio-economic status and scholastic achievement of the higher secondary minority school students.

(5) A comparative study of social problems and intelligence of the students of minority schools.

(6) A comparative study of Social development and academic achievement of the Muslim students.

(7) Sociological Problems is a cause for great concern among Students. Peace and stress free life for today’s students appears to be a mirage. Investigator is caught in a dynamic technological whirlpool and seems to be precariously poised on the brink of disasters. In a school situation there is a lot of academic pressure. So, this could be one of the research areas.

(8) Insecurity is the Sociological fear of anticipated trouble. It is called ‘worry’ when mild but continuous and ‘panic’ when occasional but intense. The variables of academic performance and Social problem are closely related to each other.
Sociological problem level increases so also academic performance gets affected. This could be seen among the B.Ed. and M.Ed. students which could be again concluded as an important area for research.

(9) Many a times we see that there are some teachers in the schools who faces the problems related to the sociological problem which affects the academic level of students. There are many factors which affect the students directly or indirectly and as a result they too face many problems to relate to anxiety and stress. And research should take place in this area.

(10) The social problems again affect the ordinary people life. Many a times now a day we can see that the businessman and their family commit suicide. Definitely there is a need for research.

5.6 IMPLICATIONS OF THE STUDY

The educational implications related of effects on scholastic achievement due to the social problems of the student are as follows:

(1) The Problems list can be used to know social problems of Muslim girl students of secondary school.

(2) The social problems of Muslim girl students of secondary school can be indentified and solved.

(3) After knowing the social problems of Muslim girl students, the remedial teaching can be done after diagnostic work.

(4) A certain ideas can be developed for Muslim girls after knowing the social problems of Muslim girl students of secondary school.

(5) A clear idea about abnormal behavior and scholastic achievement can be obtained by knowing the soul problems of the Muslim girl students of secondary school.

(6) Various factors affecting the scholastic achievement of Muslim girls can be known after knowing the social problems of the Muslim girl students of secondary school.
(7) True information can be obtained based on the social problems of Muslim girl students of secondary schools.

(8) An idea can be obtained about the effects of the social problems of the Muslim girl students on the standards of their study.

(9) A clear idea can be obtained about effects of social problems of Muslim girl students on various levels of their scholastic achievement.

(10) Parents, society, government and institution can obtained true information by knowing the social problems of Muslim girl students of secondary school.

(11) One can clearly understand about various interactive effects between scholastic achievement and social problems by knowing the social problems of the Muslim girl students of secondary school and appropriate guidance can be given for its positive outcomes.

(12) In schools, more pedagogical discussion and practice of secularism should be done.

(13) Role of the teacher in developing sociometric habit must be discussed in detail in the classroom.

(14) Counseling sessions should be made more extensive.

(15) Teachers should be asked to find out the problems of students they experience during their teaching work in schools and they should be asked to find out the most suitable solution for the same.

(16) Teachers belonging to other community and religion should be given more important to others.

5.7 CONCLUSION

The researcher has made attempt to pinpoint the findings of the research work. The findings have been presented as result from analysis and interpretation of data. On the basis of findings suggestions have been given by the researcher. It also deals with areas suggested for further researches.
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