ABSTRACT OF Ph.D. THESIS ENTITLED
IMPACT OF SOCIAL PROBLEMS ON SCHOLASTIC ACHIEVEMENT OF GIRLS OF MINORITY SECONDARY SCHOOL OF GUJARAT STATE

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Impact of Social Problems on Scholastic Achievement of Girls of Minority Secondary School of Gujarat State

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ABSTRACT

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India attained its independence in 1947 and its constitution was formed and dedicated to its citizens on 26th January, 1950. All the citizens have been given equal rights in the constitution. For its successful implementation, several education policies have been declared by the Government to provide equal educational opportunities with firm determination for provision of free, compulsory and universal education to all the children between the age of 6 to 14 without any discrimination of religion, colour and sex. “Talbul Ilme Farija” means compulsory education for every man and woman.

A Sufi Saint of Muslim religion has rightly said – “Get education, you may have to go to China for it”.

There is no discrimination between man and woman in Islam for acquiring education. But, due to some fundamentalists and stubborn religions heads very less or almost nil importance is given towards education for women in Muslim community. Before independence, woman education was very less in India because male dominance prevailed in our fundamentalist Indian society. At that time, men were allowed to get education to do any profession and hold economic responsibilities for their families, but women were confined to household works and bringing up of their children. In old days in Muslim society, women could get education upto primary level and with the increase in age and height at the age of 12 to 15 years they were confined to remain in four walls of their houses, that is, they were forced to remaining ‘Parda’, the system that prevails even today.
Today we find some improvement in this situation. Now people understand the importance to women education. As a result, new directions and opportunities are opening for women education in the society. Education enables physical, mental and intellectual development of children. Moreover, good virtues develop in human beings. Educated girls can make that lives more virtuous and happy at the later stage.

The Indian state of Gujarat has 33 districts. Gujarat consists of people following Hinduism, Islam, Judaism, Jainism, Buddhism, Christianity and Zoroastrianism, making it a religiously diverse state. Hinduism is major religion of the state, as 89.09% population of the state is Hindu. Muslims are the biggest minority in the state with 9.89%.

Interim report by the Amitabh Kundu-led committee which highlighted that the socio-economic condition of Muslims had not improved despite the implementation of welfare schemes since the acceptance of the Justice Sachar report in 2006. The Union government in August 2013 formed a 10-member committee to evaluate the socio-economic condition of the Muslim community since the implementation of the Sachar committee’s recommendation. The recent findings are part of a research paper by Dr Kundu, who analyzed the state-wise NSS statistics. In rural Gujarat for instance, The number of Muslims below poverty line (BPL) fell from 31% (about one-third of their population)

Gujarat and UP are two states where the number of Muslim school dropouts has increased, not reduced as has been the overall trend according to a recent survey of Indian government. The statistics are shameful for Gujarat too because of the pride the state takes in its overall economic growth. In the state of Gujarat the report says “For instance, the Scheduled Castes comprise 6.7% of the state’s population and their enrolment has held steady between 7.70 (2010-11) and 7.59 (2012-13). Enrolment among Muslims, who comprise 9.06% of the state’s population, has been on the rise - 8.41% in 2011-12 to 8.59% in 2012-13. For its part, the Gujarat government has been working towards improving school enrollments though programmes like Shala Praveshotsav and Kanya Kelavani, which are focused on rural areas particularly girls.”
There is a scope for improvement every student in all the time in Gujarat but unfortunately Girls Muslim students are not improve herself because they faced many problems like Social, Economic, Political, Ethical, Religious etc. The Researcher has many questions in mind but she want to know social problems are effect on scholastic achievement of Girls of Muslim Students or not? Therefore the researcher has selected the mention subject for her research, “Impact of Social Problems on Scholastic Achievement of Girls of Minority Secondary School of Gujarat State”

The study was conducted with the following objectives (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.

Population of the study is consisted of the Muslim girl students of Minority Secondary Schools of STD 9th and 10th of Gujarat state. The sample of the study consisted of 1000 Muslim Girls students of studying in class IX & X of Gujarati medium schools of Minority Secondary Schools of Gujarat State. The tools used for data collection were opinionaire is two point Scale. The researcher has decided to know this opinionarie was Social Problem Inventory (Social Problem Status Scale). Data is collected from 1000 students, which were selected by random sampling technique as sample from ten schools from different zone of the Gujarat state. Social Problem Status Scale is administrated on 1000 girl Muslim students and gets scores of Social Problems. Researcher peruse minimum score of Social problem is 215 and maximum is 430. 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.
Data were collected through Administrate Social problem Status scale and previous year Examination result of Students. 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.

Survey method was adopted to know the impact of Social Problems on Scholastic Achievement of the girl Muslim students of STD 9th and 10th.

The statistical methods used for analysis of data like, Analysis of Variance (ANOVA) to check the hypotheses, first of all calculation was done for Bartlet’s Test of homogeneity, Researcher used 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.

The conclusions of the study were (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. (4) 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. (5) 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. (6) 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. (7) 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. 9. (8) 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. (9) There is no effect of standards on the mean scores the scholastic achievement of Muslim girl students of secondary school. (10) 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. (11) 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. (12) 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. (13) 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 Average 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 High 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. 9 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. 9 having High level of social problems is more superior than that of the Muslim girls of std. 9 having Average 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. (22) 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.