

A Study of the Academic Performance of Muslim Secondary School Students in Relation to their Parental Aspirations in Paschim Medinipur District of West Bengal

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Abstract:

This research aims to investigate the secondary school academic performance of Muslim students in the Paschim Medinipur area of West Bengal in relation to their parents' aspirations. Using the Purposive Sample approach, the researchers chose 40 Muslim secondary school children and their parents from both rural and urban areas in the Paschim Medinipur region of West Bengal. The study's goals are to determine whether parental aspirations have any bearing on the academic achievement of Muslim students pursuing secondary education in the Paschim Medinipur district of West Bengal and to evaluate the academic achievement of Muslim students pursuing secondary education in Paschim Medinipur district of West Bengal based on their gender and residential area. For the current study, the researcher used the Normative Survey method for fulfilling the objectives. The population of the present study consists of Muslim Students studying at the secondary level in the schools of Paschim Medinipur district of West Bengal. Using the purposive sample approach, the researcher has chosen 40 Muslim secondary school pupils from the current population. Both primary and secondary data were employed in the investigation. Primary data on parental aspirations were gathered via the use of a questionnaire with 20 items that asked parents about their goals for their children's education. The second section included 29 assertions at first, but when experts analyzed them, nine of them were eliminated based on their recommendations. So the final version is of 20 statements. On the other hand, the data on academic achievement have been collected from the school record. Collected data were tabulated and analyzed with Mean, SD, and t-test in the SPSS.20 version software. The findings of the study indicate that the students who have high parental aspiration have lower academic achievement and the students who have lower parental aspiration have higher academic achievement. It signifies a negative correlation between the academic achievement and the parental aspiration.

Keywords: *Academic Performance, Parental Aspiration, Secondary School Student, Muslim.*

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Introduction:

“Educational aspiration and its predictors have always been a topic of interest among sociologists, psychologists, and economists for a long. The theory of status attainment remained the dominant sociological explanation in which aspiration has been treated as a cognitive state that motivates young people to strive for academic success”.(Khoo & Ainley , 2005). The Findings of the study are that while there is no significant difference in the achievement of Muslim students in secondary schools between boys and girls, there is a significant difference in the achievement of Muslim students in schools located in urban and rural areas. Additionally, there is a significant correlation between the achievement score and the parental level of aspiration score for all Muslim students in secondary schools.(Hudait & Pradhan, 2020). Migrated students may struggle with adjusting to a new culture, language, and educational system. These challenges can make it difficult for them to set and achieve educational goals. However, having a clear educational aspiration can serve as a guide, helping students focus on their goals and overcome obstacles. It can also help them make informed decisions about their education, such as choosing a major or selecting courses. Academic performance refers to the level of proficiency and success that students achieve in their education. For migrated children, academic performance can be affected by a number of factors, including cultural, linguistic, and socio-economic barriers. One of the major factors that can affect the academic performance of migrated children is cultural adjustment. Migrated children may struggle to adjust to a new culture, which can affect their ability to engage with their education. For example, they may have difficulty understanding the expectations and customs of the educational system in their new country, which can make it difficult for them to participate in class and complete assignments. Additionally, cultural differences can make it difficult for migrated children to connect with their classmates and teachers, which can negatively impact their social development and overall well-being. Furthermore, having a strong educational aspiration may lead to better academic performance and higher graduation rates for migrated students. Studies have shown that students who have a clear educational aspiration are more likely to achieve academic success and graduate from high school or college. This is because having a clear goal in mind can provide a sense of purpose and motivation to achieve it, which can lead to better Educational Aspiration and a more positive attitude towards education (Manjunath.D.R, 2020).

Rationale of the Study: ‘The role of parental expectations in determining children’s higher education participation is important in understanding both participation and potential policy responses.’(Dockery, Koshy, & Li, 2022). ‘Parental expectations are critical to higher education participation, given parents’ close observation and knowledge of their children’s abilities, as well as their home, school, and communal environments. Consequently, parental views of their children’s future educational achievement correlate strongly with eventual educational outcomes.’(Pinquart & Markus, 2020). ‘Parental expectations are formed as aspirations moderated by external drivers and barriers to participation, as well as the influence on parents and students of other factors such as perceptions of risk’(Raciti, 2018).It was identified that a positive and statistically significant correlation between parental expectations, academic engagement, and academic achievement. Parental expectations which are concurrent with the student’s abilities, academic performance, and ambitions and are supportive, encouraging, and realistic, generate self-motivation in the student enabling him/her to surmount difficulties; they become a driving force for achievement and success, thus increasing both academic engagement and achievement levels.(Mhaidat & Oudat, 2021).Numerous studies have been done on Muslim students. However, there is no evidence of studies on Muslim students’ academic performance and parental aspirations. The scholastic development of Muslim student is significantly influenced by the aspirations of their parents. Aspirations from parents are an important part parents play in ensuring their child succeeds in life. Despite this, it seems that very little, if any, study has looked at parents’ aspirations for their child’s performance. It would be beneficial to have a deeper comprehension of the research on parental aspiration for academic performance to guarantee that every Muslim student experiences success at least once. Thus, in light of this, after reviewing the related literature the researcher

intends to find out the academic achievement of Muslim students studying at the secondary level in relation to their parental aspirations.

Objectives: The present study has been carried out to fulfill the following objectives-

- To assess the academic achievement of the Muslim Students studying at the secondary level with respect to their gender and residential area in Paschim Medinipur district of West Bengal.
- To find out whether parental aspiration has any influence on the academic achievement of Muslim Students studying at the secondary level in Paschim Medinipur district of West Bengal.

Hypothesis:

- There no is significant difference in academic achievement between male and female Muslim students
- There is no significant difference in academic achievement between Rural and Urban Muslim students
- There is no significant difference in Parental Aspiration between male and female Muslim students
- There is no significant difference in Parental Aspiration between Rural and Urban Muslim students
- There is a significant difference in academic achievement with respect to Parental Aspiration

Method: For the current study the researcher has used the Normative Survey method for fulfilling the objectives.

Population and Sample: The Population of the present study consists of Muslim Students studying at the secondary level in the schools of Paschim Medinipur district of West Bengal. Out of the existing population the researcher has selected 40 Muslim students studying at secondary level by following the purposive sampling method.

Tools of the Study: Both primary and secondary data were employed in the investigation. Primary data on parental aspirations were gathered via the use of a questionnaire with 20 items that asked parents about their goals for their children's education. After being examined by experts, nine of the original 29 statements in the second section were eliminated in accordance with their recommendations. Thus, there are 20 statements in the final form. On the other hand, the data on academic achievement have been collected from the school record.

Statistical Techniques: Collected data were tabulated and analyzed with Mean, SD, and t-test in the SPSS.20 version software.

Data Analysis and Interpretation:

Table 1- Mean, SD, and t value of the academic achievement based on gender and residential area

Variable	Group	N	Mean	SD	T
Academic Achievement	Male	26	61.37	9.24	2.04
	Female	14	67.24	7.36	
Academic Achievement	Rural	18	59.36	9.85	2.53
	Urban	22	66.25	7.32	

The above table shows the academic achievement of the Muslim students based on gender and residential area studying at the secondary level. We can see from the table above that the mean score of the academic achievement of the male Muslim students studying at the secondary level is 61.37 and the obtained SD is 9.24. Similarly, the mean score of the academic achievement of the female Muslim students studying at the secondary level is 67.24 and the obtained SD is 7.36. The calculated t value is 2.04 which is higher than the table value at 0.05 level of significance and by conventional criteria this difference is quite statistically significant. It proves that the formulated hypothesis “There no is a significant difference in academic achievement between male and female Muslim students” is rejected. Hence it can be concluded that the Male students differ significantly from their female counterparts in respect of their academic achievement.

We can also see from the table above that the mean score of the academic achievement of the Rural Muslim students studying at the secondary level is 59.36 and the obtained SD is 9.85. Similarly, the mean score of the academic achievement of the Urban Muslim students studying at the secondary level is 66.25 and the obtained SD is 7.32. The calculated t value is 2.53 which is higher than the table value at 0.05 level of significance and by conventional criteria this difference is quite statistically significant. It proves that the formulated hypothesis “There is no significant difference in academic achievement between Rural and Urban Muslim students” is rejected. Hence it can be concluded that the Rural Muslim students differ significantly from the Urban Muslim Students in respect of their academic achievement.

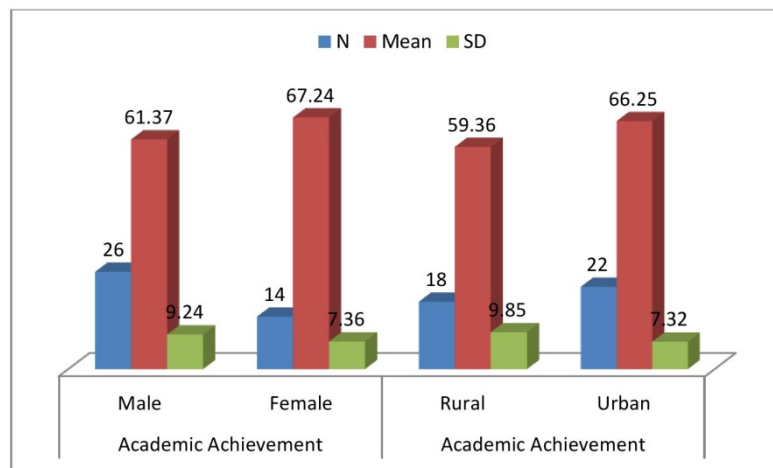


Fig. 1: Showing the Mean and SD of the Academic Achievement of the Muslim Students.

Table 2- Mean, SD, and t-value of the Parental Aspiration based on gender and residential area

Variable	Group	N	Mean	SD	T
Parental Aspiration	Male	26	56.12	7.34	3.31
	Female	14	47.34	9.12	
Parental Aspiration	Rural	18	52.45	7.21	1.30
	Urban	22	55.62	8.01	

The above table shows the Parental Aspiration of Muslim students based on gender and residential area studying at the secondary level. We can see from the table above that the mean score of the parental aspiration of the male Muslim students studying at the secondary level is 56.12 and the obtained SD is 7.34. Similarly, the mean score of the Parental Aspiration of the female Muslim students studying at the secondary level is 47.34 and the obtained SD is 9.12. The calculated t value is 3.31 which is higher than the table value

at 0.05 level of significance and by conventional criteria this difference is quite statistically significant. It proves that the formulated hypothesis “There is no significant difference in Parental Aspiration between male and female Muslim students” is rejected. Hence it can be concluded that the Male students differ significantly from their female counterparts in respect of their parental Aspiration.

We can also see from the table above that the mean score of the parental Aspiration of the Rural Muslim students studying at the secondary level is 52.45 and the obtained SD is 7.21. Similarly the mean score of the parental Aspiration of the Urban Muslim students studying at the secondary level is 55.62 and the obtained SD is 8.01. The calculated t value is 1.30 which is lower than the table value at 0.05 level of significance and by conventional criteria this difference is not statistically significant. It proves that the formulated hypothesis “There is no significant difference of Parental Aspiration between Rural and Urban Muslim students” is retained. Hence it can be concluded that the Rural Muslim students do not differ significantly from the Urban Muslim Students in respect of their Parental Aspiration.

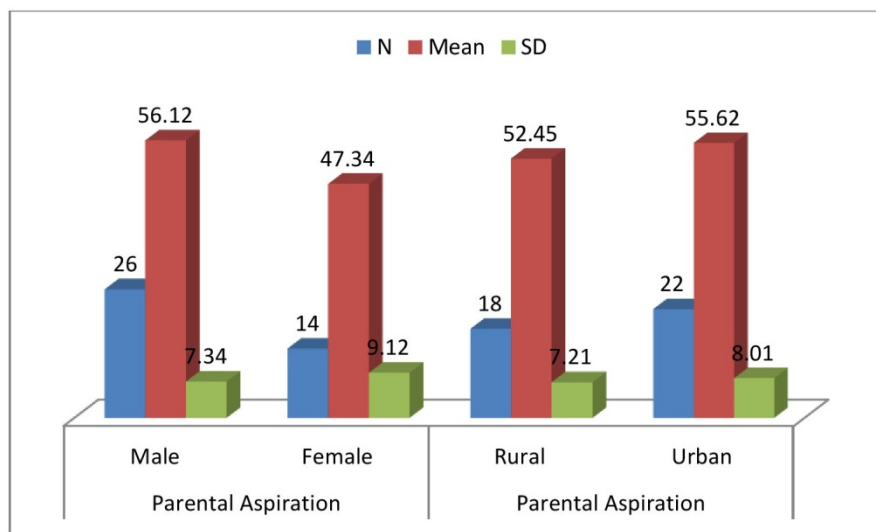


Fig.2: Showing the Mean and SD of the Parental Aspiration of the Muslim Students.

Table 3- Difference of Academic Achievement between High Parental Aspiration and Low parental Aspiration

Variable	Group	N	Mean	SD	T
Academic Achievement	High Parental Aspiration	24	58.96	9.14	1.88
	Low Parental Aspiration	16	64.32	8.26	

To find out the difference in academic achievement with respect to parental aspiration t-test has been applied. The above table shows that only 24 respondents have high parental aspiration and 16 have low parental aspiration. From the table, it is evident that the mean score of the academic achievement of the students of high parental aspiration is 58.96 and the obtained SD is 9.14. On the other hand, the mean score of the academic achievement of the students of low parental aspiration is 64.32 and the obtained SD is 8.26. The calculated t-value is 1.88. By conventional criteria, this difference is considered to be not quite statistically significant. Therefore the formulated hypothesis “There is a significant difference in academic achievement with respect to Parental Aspiration” is accepted. Hence it can be concluded that the students

who have high parental aspirations have lower academic achievement and the students who have lower parental aspirations have higher academic achievement. It signifies a negative correlation between the academic achievement and the parental aspiration.

Findings:

- Male students differ significantly from their female counterparts in respect of their academic achievement.
- Rural Muslim students differ significantly from Urban Muslim Students in respect of their academic achievement.
- Male students differ significantly from their female counterparts in respect of their parental Aspirations.
- Rural Muslim students do not differ significantly from Urban Muslim Students in respect of their Parental Aspirations.
- The students who have high parental aspirations have lower academic achievement.
- The students who have lower parental aspirations have higher academic achievement.

Delimitation: The present study has the following delimitations-

- Only Muslim students studying at the secondary level were selected for the present study.
- The study was limited to only Paschim Medinipur district of West Bengal.
- Only 40 students were selected for the present study.

Conclusion:

The association between student academic accomplishment and parental ambitions was much higher than the correlation between academic achievement and parental participation, or between any other aspect of involvement and academic achievement. Numerous studies have been done on Muslim pupils. However, there is a lack of data pertaining to the academic performance and parental aspirations of Muslim pupils. The scholastic development of Muslim pupils is significantly influenced by the aspirations of their parents. One of the most important things parents can do to help their kids succeed in life is to have high aspirations for them.

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