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A STUDY OF EDUCATIONAL PROBLEMS IN RELATION TO ACADEMIC PERFORMANCE OF ADOLESCENT MUSLIM GIRLS

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Abstract

This paper highlights the educational problems of adolescent Muslim girls of North Karnataka and their relation to academic performance. For this purpose a sample of 800 students of Class IX were taken from five districts of North Karnataka. The aim was to examine the educational problems and find out the relationship between academic performance and educational problems of the adolescent girls. To find out the effect of different factors on educational problems. Statistical techniques used were t- test, one way ANOVA, Tukeys multiple posthoc test and Karl Pearson's correlation coefficient technique .The result revealed that educational problems of the students differ with respect to different factors and there is a significant relation between educational problems and academic performance.

Keywords: academic performance, adolescent girls, educational aspiration.

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Introduction:

Education is considered as an important index to measure human development. The role of educational development in mitigating several problems of the human society has been realized at all levels. School education is an important segment of the whole educational structure and it is considered as a powerful instrument to develop human behavior and hence the society. Every educational system has some problems, which affects the achievement and motivations of children. In Indian educational system, children face many educational problems. Educational problems are the problems related to imparting and receiving education. They also have personal, social, intellectual and psychological problems, which creates a negative impact on education and the students are highly disappointed with their performance. There have been many studies related to education issues in India.

While discussing the education and cast in India, Chauhan (2008) pointed that low school enrolment and completion rates, high dropout and failure rates are reported are the characteristics amongst the weaker section of the society.

Educational Problems means problems related to different areas of education, problem related to teacher and teaching, problem related to social and educational atmosphere, organizational and administrative problems and problems due to cultural and historical causes.

Adolescent girls face a number of problems and barriers to accessing and benefitting from education. Home related problems as once girls reach adolescent they are not allowed to go to school and expected to do household chores. Proper Guidance and support is not given to the girls .Some face school related problems and learning problems like poor memory, worrying about examination, trouble with mathematics, afraid of failing in school work, not spending enough time in study, text books too hard to understand, afraid to speak up in class discussions, not interested in some subjects are some of the educational problems.

Objectives of the Study:

The objectives for the present study are as follows:

1) To find out the level of Educational Problems among adolescent Muslim girls.

2) To examine the academic performance among adolescent Muslim girls.

3) To study and find out the differences between different factors with respect to Educational Performance and its dimensions of Adolescent Muslim girls

4) To find out relationship between academic performance and Educational Problems of adolescent Muslim girls

Hypotheses of the study:

The following null hypotheses were formulated keeping in view of objectives of the study stated earlier.

1. There is no difference between ages of adolescent Muslim girls (13yrs, 14yrs, 15yrs and 16yrs) with respect to Educational problems scores
2. There is no difference between government and private school adolescent Muslim girls with respect to Educational problems scores
3. There is no difference between parents educational qualifications (illiterates, primary, secondary, higher secondary and graduate) with respect to Educational problems scores of adolescent Muslim girls
4. There is no difference between parents occupational status (business, agriculture, skilled and unskilled) with respect to Educational problems scores of adolescent Muslim girls
5. There is no difference between rural and urban school adolescent Muslim girls with respect to Educational problems scores
6. There is no significant relationship between the Educational problems and academic performance scores of adolescent Muslim girls

Limitations of the Study:

Studies arising out of the limitations of the present investigation are

1. The present study is confined to adolescent Muslim girls of North Karnataka.
2. The present study is restricted only to 9^{th} standard Muslim girls.
3. The present study is limited to 5 districts i.e. Belgavi, Kalaburgi, Bidar, Bagalkot and Vijayapur.

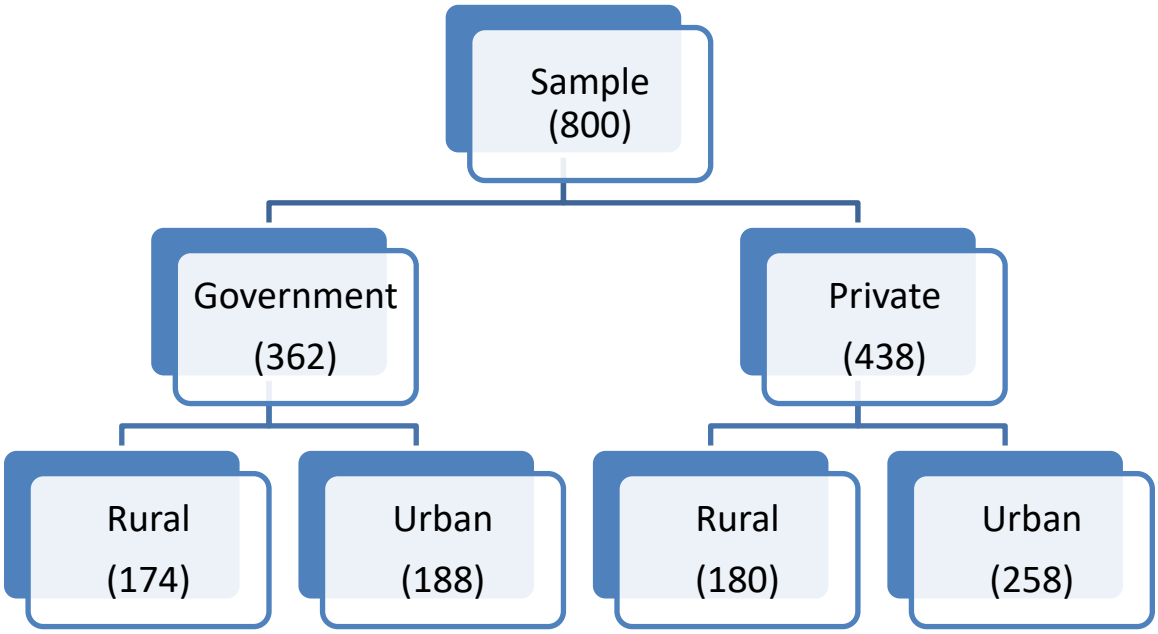
Population of the study:

The adolescent Muslim girls from Bidar, Bagalkot, Belgaum Gulbarga and Vijayapur district are regarded as the population for the present study. Out of this population a stratified random sample of 800 adolescent Muslim girls was drawn from the present study.

Sample of the study

The Stratified random sample of 800 adolescent Muslim girls from 362 government and 438 from private schools from rural and urban area constituted and represents the population for the present investigation.

Design of the Study



Method of Data collection for the present study:

The investigator has selected the survey method as this is the most appropriate method to collect the information from each student of the schools of North Karnataka. The research investigator personally visited all the high schools belonging to various districts viz., Belgaum, Bidar, Bagalkot, Gulbarga and Vijayapur where Muslim Adolescent girls were studying in Ninth grade. As per the procedure, investigator took the permission from the respective Head masters

of high schools and acquainted with the Adolescent girls in order to collect the required information.

Variables Considered in the study

The variables employed in the present study are as follows:

Independent Variable

- Educational problems

Moderate Variables

- Ages
- Types of management
- Parent's educational qualifications
- Parent's occupational status
- Locations

Dependent variable

The academic performance of adolescent Muslim girls

Tools used for the study:

- Educational Problems Scale (EPS) - Standardized by Research Investigator

Statistical Techniques employed:

t- test, one way ANOVA, Tukeys multiple posthoc test and Karl Pearson's correlation coefficient technique was applied to find the relationships between dependent and independent variable of adolescent Muslim girls

Result and Discussion

In this section, we compared the different factors like ages (13years, 14years, 15years, 16years), types of management (government and private), parent's educational qualifications (illiterate, Primary, Secondary, Higher secondary, Graduate), parent's occupational status (Business, Agriculture, Skilled, Unskilled) and locations (rural and urban) with respect to educational problems of adolescent Muslim girls by applying the impendent t test, one way ANOVA test

followed by Tukeys multiple posthoc procedures. The results are presented in the following tables.

Hypothesis: There is no difference between ages of adolescent Muslim girls (13yrs, 14yrs, 15yrs and 16yrs) with respect to educational problems scores and its dimensions i.e. Family problems, School problems, Social problems, Personal problems

To achieve this hypothesis, the one way ANOVA test was applied and the results are presented in the following table.

Table: Results of ANOVA test between ages of adolescent Muslim girls (13yrs, 14yrs, 15yrs and 16yrs) with respect to educational problems scores and its dimensions scores

Variables	Sources of variation	Graduates of freedom	Sum of squares	Mean sum of squares	F-value	p-value	Signi.
Family problems	Between ages	3	1139.60	379.87	1.7123	0.1630	>0.05, NS
	Within ages	796	176594.39	221.85			
	Total	799	177733.99				
School problems	Between ages	3	1053.58	351.19	1.3664	0.2518	>0.05, NS
	Within ages	796	204587.57	257.02			
	Total	799	205641.15				
Social problems	Between ages	3	271.92	90.64	3.8128	0.0099	<0.05, S
	Within ages	796	18923.05	23.77			
	Total	799	19194.97				
Personal problems	Between ages	3	2717.46	905.82	1.9284	0.1235	>0.05, NS
	Within ages	796	373898.62	469.72			
	Total	799	376616.08				

From the results of the above table, it can be seen that,

- The adolescent Muslim girls belongs to different ages (13yrs, 14yrs, 15yrs and 16yrs) do not differ significantly with respect to educational problems scores (F=2.4769, p>0.05) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the adolescent Muslim girls belongs to different ages (13yrs, 14yrs, 15yrs and 16yrs) have similar educational problems scores.
- The adolescent Muslim girls belongs to different ages (13yrs, 14yrs, 15yrs and 16yrs) do not differ significantly with respect to dimension of educational problems i.e. family problems scores, school problems scores and personal problem scores at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the adolescent Muslim girls belongs to different ages (13yrs, 14yrs, 15yrs and 16yrs) have similar family problems scores, school problems scores and personal problem
- The adolescent Muslim girls belongs to different ages differ significantly with respect to dimension of educational problems i.e. social problems scores at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the adolescent Muslim girls belongs to different ages have different social problems scores.

Hypothesis: There is no difference between government and private school adolescent Muslim girls with respect to educational problems scores and its dimensions i.e. Family problems, School problems, Social problems, Personal problems

To achieve this hypothesis, the independent t test was applied and the results are presented in the following table.

Table: Results of independent t test between government and private school adolescent Muslim girls with respect to educational problems scores and its dimensions

Variable	Schools	Mean	SD	SE	t-value	P-value	Signi.
Educational problems	Government	157.75	51.00	2.68	6.6350	0.0001	<0.05, S
	Private	135.20	45.11	2.16			
Family problems	Government	39.40	15.67	0.82	6.3236	0.0001	<0.05, S
	Private	32.86	13.59	0.65			
School problems	Government	41.44	16.56	0.87	6.1791	0.0001	<0.05, S
	Private	34.56	14.92	0.71			
Social problems	Government	11.47	5.30	0.28	4.5707	0.0001	<0.05, S
	Private	9.89	4.42	0.21			
Personal problems	Government	65.44	22.11	1.16	4.8207	0.0001	<0.05, S
	Private	58.11	20.82	1.00			

From the results of the above table, it can be seen that,

- The government and private school adolescent Muslim girls differ significantly with respect to educational problems scores ($t=6.6350$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the private school adolescent Muslim girls have significant smaller educational problems scores as compared to government school adolescent Muslim girls
- The government and private school adolescent Muslim girls differ significantly with respect to dimension of educational problems i.e. family, school, social and personal problems scores, at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the private school adolescent Muslim girls have significant smaller family, school, social and personal problems scores as compared to government school adolescent Muslim girls

Hypothesis: There is no difference between parents educational qualifications (illiterates, primary, secondary, higher secondary and graduate) with respect to educational problems scores and its dimensions i.e. Family problems, School problems, Social problems, Personal problems

To achieve this hypothesis, the one way ANOVA test was applied and the results are presented in the following table.

Table: Results of ANOVA test between parents educational qualifications (illiterates, primary, secondary, higher secondary and graduate) with respect to educational problems and its dimensions scores of adolescent Muslim girls

Variables	Sources of variation	Graduates of freedom	Sum of squares	Mean sum of squares	F-value	p-value	Signi.
Family problems	Between educations	4	16133.47	4033.37	19.8423	0.0001	<0.05, S
	Within educations	795	161600.52	203.27			
	Total	799	177733.99				
School problems	Between educations	4	18946.80	4736.70	20.1703	0.0001	<0.05, S
	Within educations	795	186694.34	234.84			
	Total	799	205641.15				

Social problems	Between educations	4	1181.91	295.48	13.0408	0.0001	<0.05, S
	Within educations	795	18013.06	22.66			
	Total	799	19194.97				
Personal problems	Between educations	4	46923.37	11730.84	28.2870	0.0001	<0.05, S
	Within educations	795	329692.71	414.71			
	Total	799	376616.08				

From the results of the above table, it can be seen that,

- The adolescent Muslim girls belongs to different parents educational qualifications differ significantly with respect to educational problems scores ($F=31.0688$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the adolescent Muslim girls belongs to different parents educational qualifications (illiterates, primary, secondary, higher secondary and graduate) have different educational problems scores.
- The adolescent Muslim girls belongs to different parents educational qualifications differ significantly with respect to dimension of educational problems i.e. family, school, social and personal problems scores at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the adolescent Muslim girls belongs to different parents educational qualifications have different family, school, social and personal problems scores.

Hypothesis: There is no difference between parents occupational status (business, agriculture, skilled and unskilled) with respect to educational problems scores of adolescent Muslim girls and its dimensions i.e. Family problems, School problems, Social problems, Personal problems

To achieve this hypothesis, the one way ANOVA test was applied and the results are presented in the following table.

Table: Results of ANOVA test between parents occupational status (business, agriculture, skilled and unskilled) with respect to educational problems and its dimensions scores of adolescent Muslim girls

Variables	Sources of variation	Graduates of freedom	Sum of squares	Mean sum of squares	F-value	p-value	Signi.
Family problems	Between occupations	4	16133.47	4033.37	19.8423	0.0001	<0.05, S
	Within occupations	795	161600.52	203.27			
	Total	799	177733.99				
School problems	Between occupations	4	18946.80	4736.70	20.1703	0.0001	<0.05, S
	Within occupations	795	186694.34	234.84			
	Total	799	205641.15				
Social problems	Between occupations	4	1181.91	295.48	13.0408	0.0001	<0.05, S
	Within occupations	795	18013.06	22.66			
	Total	799	19194.97				
Personal problems	Between occupations	4	46923.37	11730.84	28.2870	0.0001	<0.05, S
	Within occupations	795	329692.71	414.71			
	Total	799	376616.08				

From the results of the above table, it can be seen that,

- The adolescent Muslim girls belongs to different parents occupational status (business, agriculture, skilled and unskilled)differ significantly with respect to educational problems scores ($F=31.0688$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the adolescent Muslim girls belong to different parents occupational status (business, agriculture, skilled and unskilled) have different educational problems scores.
- The adolescent Muslim girls belongs to different parents occupational status differ significantly with respect to dimension of educational problems i.e. family, school, social and personal problems scores at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the adolescent Muslim girls belong to different parents occupational status have different family, school, social and personal problems scores.

Hypothesis: There is no difference between rural and urban school adolescent Muslim girls with respect to educational problems scores and its dimensions i.e. Family problems, School problems, Social problems, Personal problems

To achieve this hypothesis, the independent t test was applied and the results are presented in the following table.

Table: Results of independent t test between rural and urban school adolescent Muslim girls with respect to educational problems scores and its dimensions

Variable	Locations	Mean	SD	SE	t-value	P-value	Signi.
Educational problems	Rural	161.51	49.65	2.37	10.9256	0.0001	<0.05, S
	Urban	125.92	40.80	2.14			
Family problems	Rural	40.08	15.82	0.76	9.3529	0.0001	<0.05, S
	Urban	30.66	11.86	0.62			
School problems	Rural	42.60	16.53	0.79	10.1291	0.0001	<0.05, S
	Urban	31.72	13.18	0.69			
Social problems	Rural	11.74	5.24	0.25	7.4032	0.0001	<0.05, S
	Urban	9.24	4.06	0.21			
Personal problems	Rural	67.33	21.24	1.02	8.8529	0.0001	<0.05, S
	Urban	54.29	20.09	1.06			

From the results of the above table, it can be seen that,

- The rural and urban school adolescent Muslim girls differ significantly with respect to educational problems scores ($t=10.9256$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the urban school adolescent Muslim girls have significant smaller educational problems scores as compared to rural school adolescent Muslim girls
- The rural and urban school adolescent Muslim girls differ significantly with respect to dimension of educational problems i.e. family, school, social and personal problems scores at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the urban school adolescent Muslim girls have significant smaller family ,school, social and personal problems scores as compared to rural school adolescent Muslim girls

Hypothesis: There is no significant relationship between the educational problems & its dimensions (i.e. family problems, school problems, social problems and personal problems) and academic performance scores of adolescent Muslim girls

To achieve this hypothesis, the Karl Pearson's correlation coefficient method was applied and the results are presented in the following table.

Table: Relationship between the educational problems & its dimensions and academic performance of adolescent Muslim girls

Variables	Relationship between academic performance with			
	r-value	t-value	p-value	Signi.
Educational problems	-0.9128	-63.1334	0.0001	<0.05, S
Family problems	-0.7802	-35.2297	0.0001	<0.05, S
School problems	-0.7986	-37.4851	0.0001	<0.05, S
Social problems	-0.6530	-24.3573	0.0001	<0.05, S
Personal problems	-0.7823	-35.4781	0.0001	<0.05, S

From the results of the above table, it can be seen that,

- The relationship between the educational problems and academic performance scores of adolescent Muslim girls is found to be negative and statistically significant ($r=-0.9128$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the educational problems and academic performance scores of adolescent Muslim girls are dependent on each other. In other words, the educational problems scores are increases /decreases with decrease/increase in academic performance scores of adolescent Muslim girls.
- The relationship between the dimension of educational problems i.e. family, school, social ,personal problems and academic performance scores of adolescent Muslim girls is found to be negative and statistically significant ($r=-0.7802$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the family, school, social personal problems and academic performance scores of adolescent Muslim girls are dependent on each other. In other words, the family, school, social and personal problems

scores increases /decreases with decrease/increase in academic performance scores of adolescent Muslim girls.

Findings of the study:

- The adolescent Muslim girls belongs to different ages do not differ significantly with respect to educational problems & its dimensions (i.e. family problems, school problems, social problems and personal problems) scores
- The government and private school adolescent Muslim girls differ significantly with respect to educational problems & its dimensions (i.e. family problems, school problems, social problems and personal problems) scores
- The adolescent Muslim girls belongs to different parents educational qualifications differ significantly with respect to educational problems & its dimensions (i.e. family problems, school problems, social problems and personal problems) scores
- The adolescent Muslim girls belongs to different parents occupational status differ significantly with respect to educational problems & its dimensions (i.e. family problems, school problems, social problems and personal problems) scores
- The rural and urban school adolescent Muslim girls differ significantly with respect to educational problems & its dimensions (i.e. family problems, school problems, social problems and personal problems) scores
- The relationship between the educational problems and academic performance scores of adolescent Muslim girls is found to be negative and statistically significant

Educational Implications of the study:

1. Parent's occupational status also plays a major part in the educational problems of the students. Students whose parents are unskilled or working in fields have more problems in their education which maybe family, personal school or social problems.
2. Educated parents can provide better help to their children's while solving their problems raised in the education field as compare to uneducated parents as they are unaware of the problems arising to their children and the effect on their education.
3. School authorities and teachers should provide more time for guidance and advice to students and help them in solving their problems in education. If students are having school

problems teachers should look into the matter and solve it as in most of the Government schools students are having more problems as compared to private school.

4. Rural school students have more educational problems as compared to private school students since most of the parents in rural areas are uneducated and doesn't give much importance to education. There should be guidance and counseling session in every school for students to solve their problems.

Conclusion: The adolescent Muslim girls belonging to different ages have similar educational problems. The private school adolescent Muslim girls have significant smaller educational problems scores as compared to government school adolescent Muslim girls. The adolescent Muslim girls belong to different parent's educational qualifications and occupational status have different educational problems scores. The urban school adolescent Muslim girls have significant smaller educational problems scores as compared to rural school adolescent Muslim girls. Lastly the educational problems and academic performance scores of adolescent Muslim girls are dependent on each other.

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