



An Assessment of the Academic Achievement in Relation to Parental Aspiration among Muslim Minority Girls Students at Secondary Level

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Abstract: The scholastic development of Muslim pupils is significantly influenced by the aspirations of their parents. Parental desire symbolizes the vital role parents play in assisting their once-successful kid. The purpose of the current study is to examine the academic performance of minority Muslim girls in secondary school, to compare the performance of these students to that of their residential area, and to examine the relationship between the academic performance of minority Muslim girls in secondary school and their level of aspiration. In this situation, a descriptive survey research is intended to gather exact data. Forty Muslim girls in secondary school who attend schools in the Paschim Medinipur area, together with their parents, make up the study's sample. For this study, the purposive sampling approach was used by the researcher. Data collecting techniques included a self-created interview schedule on aspirations to gather parents' aspirations. The instrument has 34 items that are categorized by education, occupation, economics, and social recognition. Data about students' academic performance was gathered from their school records. The program SPSS version 20 was used to analyze the data by utilizing the Mean, SD, and test functions. According to the research, the majority of kids accomplish less than 50% academically, and there is no discernible difference in the academic performance of Muslim secondary school students who have high and low levels of ambition.

Key Words: *Academic Achievement, Parental Aspiration, Muslim Minority, Secondary Student*

Introduction: The whole educational system is centered on the academic success of its pupils. Students' academic achievement in the relevant class is used to determine their success or failure. The majority of parents have extremely high standards for their children's academic performance because they think that higher academic standing may open up more employment opportunities and future stability. Academic success is defined as the attainment level at which a student works in his or her school assignment via a regular curriculum in a set venue to which he dubbed the academy, according to the famous Greek philosopher Plato. While capacity refers to prospective ability, achievement often refers to actual ability. Academic accomplishment is a measure of a person's

knowledge and proficiency in a variety of academic areas. According to Jokić et al. (2019), educational aspirations are the objectives that parents and students have for their present and future educational experiences and results. It is believed that aspirations range in degree of detail from extremely general, poorly expressed thoughts to highly explicit objectives. Aspirations in literature typically relate to goals of pursuing higher education (Gutman & Akerman, 2008; Gordon, See, & Davies, 2012). However, they can also be thought of in terms of lower educational stages, and it is particularly crucial to discuss them in terms of times when one is transitioning between educational levels. Particularly, it is at these times that the urge to create goals and plans for the future is anticipated to grow, which might result in a greater focus on one's own potential and chances to fulfill one's objectives for schooling (Rimkute et al., 2012). It is evident that Muslim communities, the majority of whom live in poverty, are not sufficiently aware of the need of conventional family planning. It is also evident that parents' ignorance and illiteracy are mirrored in their children. It is evident from the Sachar Committee Report (2006) that Muslims lag far behind other populations. The official data of the government itself reveal that the enrollment percentage of Muslims in higher education in India was much lower than that of any other group. The majority of the students in this neighbourhood work as children before completing their high school education in order to assist their families. One may argue that the parents' ignorance, illiteracy, and apathy are to blame. The percentage of students who successfully finish a college degree is low, despite the fact that most high school students want to continue their education beyond high school (Kirst & Venezia, 2004).

Statement of the Problem: A large body of research has shown that parents' ambitions and expectations for their children's education are related to the educational performance of their children (see Yamamoto & Holloway, 2010 for a summary). As an adult, children's academic achievement is a significant predictor of their income (Tamborini et al., 2015). Weidinger et al. (2018) notes that children's academic self-concept and educational success are also long-term determinants of academic adjustment, much as Marsh & Martin (2011) and Marsh et al. (2005). It is less evident how parental educational goals and child academic self-concept are related to one another throughout childhood and adolescence, despite studies highlighting the significance of both parental educational ideals and child academic views. Understanding the mechanisms involved in the formation of parental educational ambitions for their kid—defined as parents hoping for their child to demonstrate good academic performance—requires shedding light on this longitudinal relationship.

Objectives of the Study:

- To investigate the scholastic performance of Muslim girls in secondary school who are minorities.
- To assess how well minority Muslim girls in secondary school do academically in relation to where they live.
- To compare the academic performance of Muslim girls in secondary school who come from minority groups with those who have low and high aspirations.

Hypothesis:

Hp1- There is no discernible difference in Muslim females' academic performance in rural and urban secondary schools.

Hp2- The academic performance of Muslim female secondary school pupils with high and low levels of ambition does not vary much.

Methodology:

This study is a descriptive survey that aims to get accurate data on the academic performance of Muslim secondary school pupils in the classroom by consulting their parents.

Sample: Forty Muslim girls in secondary school who attend schools in the Paschim Medinipur area, together with their parents, make up the study's sample. In the present study, the researcher has used the purposive sampling strategy..

Tools: Self developed: Timetable for Interviews on The goal of gathering parents' aspirations served as a tool for data collecting. The instrument has 34 items that are categorized by education, occupation, economics, and social recognition. Data about students' academic performance was gathered from their school records.

Statistical Techniques: The collected data were analyzed by using Mean, SD and t-test in the SPSS. 20 version software.

DATA ANALYSIS AND INTERPRETATION:

Table-1: Academic Achievement of Secondary School Muslim Students

Academic Achievement		N	Mean	SD
Residential Area	Urban	20	41.92	2.58
	Rural	20	35.94	2.53

The mean and standard deviation of all Muslim female secondary school pupils are shown in Table -1. The mean score for rural students is 35.94 with a standard deviation of 2.53, but the mean score for urban students is 41.92 with a standard deviation of 2.58. The majority of kids have academic success scores below 50%, it may be assumed.

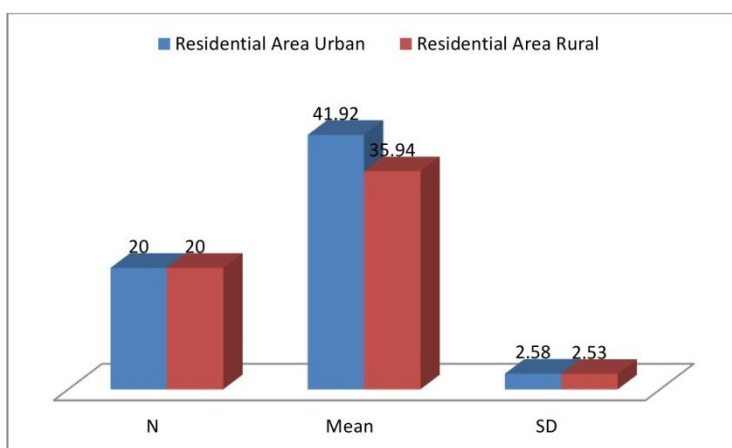


Fig.1 showing mean and SD of the academic achievement of the rural and urban

Table-2: '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			

According to Table 2 in, Muslim females in secondary school who attend school in urban areas had mean scores of 41.92 & 35.94, with standard deviations of 2.58, and 2.53, respectively. At the 0.05 level of significance, the t-value is 7.38, which is more than the critical threshold. Thus, research demonstrates that Muslim girls' academic performance in secondary school is significantly impacted by both urban and rural environments. As a result, the null hypothesis—which states that there is no appreciable difference in academic success between Muslim females from rural and urban areas—is rejected.

Table-3: '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	26	39.05	4.47	38	0.43	Not Significant at 0.05 level
Academic Achievement of Students with Low PA	14	38.42	4.24			

Table 3 shows that Muslim secondary school pupils with high and low levels of parental desire had mean academic success scores of 39.05 & 38.42, with standard deviations of 4.47 & 4.24, respectively. At the 0.05 threshold of significance, the t-value is 0.43, much less than the crucial value. Thus, research demonstrates that Muslim secondary school pupils' academic performance is not much impacted by their parents' aspirations, whether they are high or poor. The null hypothesis, which states that there is no discernible difference between Muslim secondary school students' academic results with high and low levels of parental desire, is therefore accepted.

Table : 4 Coefficient of Correlation Between Academic Achievement and Parental Aspiration

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

Table 4 demonstrates that there is 0.675 association between the academic accomplishment score of the whole student body and the amount of ambition scored by their parents. It may be concluded

that there is a significant correlation between Muslim secondary school pupils' academic accomplishment scores and their parent's all-evil ambition scores.

Findings:

- There is no significant difference between academic achievement of secondary school Muslim students with high and low level of aspiration
- There is a significant difference between academic achievement of secondary school Muslim students with urban and rural
- The majority of students have less than 50% of academic achievement

Suggestions:

- To reach greater levels of academic accomplishment, parents should encourage their children to pursue their education.
- To be informed about their children's wellbeing, parents should routinely attend parent-teacher conferences. This helps children develop the belief that school and home are interconnected and that school is an essential part of the family's life.
- Teachers should inspire students to organize their studies in order to achieve high academic standards.
- To improve academically, parents should offer their children the right kind of incentive.
- It is important for parents to have a nice demeanor so that their children may confide in them and work through their school issues together.
- Students' academic progress is impacted by parents' and instructors' overly ambitious attitudes. As a result, instructors and parents should set reasonable expectations for their pupils.

Conclusion:

The current study's findings provide parents, administrators, and researchers with a number of additional insights. Parental expectations for their child's education are the most significant predictor of academic success, as previously indicated. Because of this, it's critical that parents keep an eye on their kids' academic progress and acquire the information required to assist them in setting reasonable expectations for their kids and having a conversation with them about those expectations. However, parents should communicate with instructors as a valuable source of information in order to set reasonable expectations for school and education both for themselves and for their kids. In addition, it's critical that educators, schools, and other organizations help parents with little educational attainment so they may have access to resources about the growth and education of their kids.

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