



Social and educational conditions of adolescent girls among Muslim community with respect to parents educational qualification and occupation

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Abstract

Education is necessity in today's world. It has assumed an increasingly important role in future plans, especially for young people. During the educational process people gain necessary skills and competencies to be able to function on different competitive markets. Higher level of education is associated with higher income, a more prestigious career, lower risk of unemployment and an improved wellbeing. Education is also a key factor in promoting and sustaining economic growth and technological development. Education removes the darkness around and gives proper knowledge and understanding to the human being. Without education the human being is equal to a wild animal. Education gives him / her power to decide the good and the bad. Education also plays a key role in national development. The present study was conducted on 600 adolescent girls among Muslim community from Hyderabad, Rangareddy and Medchal districts of Telangana State.

Keywords: educational and social condition, adolescent girls, Muslim community

Introduction

Socioeconomic status or condition is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. The largest minority group in India are Muslims, who form more than 14 per cent of the population is notably are lagging behind all other religious communities in the country. The Muslims are not only trailing in comparison to the majority community of the country (Hindus) but also in comparison to other, much smaller, minority communities like Sikhs, Jains. They are lacking in terms of social status, political activism, financial condition, educational qualification and in almost every other factor that defines prosperity of a community. This condition was acknowledged in 2005 in the Justice Rajender Sachar Committee report.

To attain higher education one has to go through the long process which start from the primary school enrolment, with in this process only a minority reach to the higher education and rest of the majority get eliminated, Indeed it is accepted that, the higher education is one of the important means of social mobility and human development.

Development of a community

The development of a community is depended upon the educational attainment that a community make, which start from the literacy level to higher educational attainment. Muslims in India perform very weak in all the human development indexes compared to their other counter parts, they rank considerably lower than national averages and in higher education indices they are even below the Scheduled Cast and Scheduled Tribes. 59 per cent of Muslims are literate when 65 per cent is the national average, and just above the scheduled casts and scheduled tribes. But there is a trend of declining the literacy growth of the Indian Muslims after the 2004,- and same time the growth rate of

the literacy rate among the Muslims are 5.3 when this is 8.7 per cent for the scheduled cast, when it Come to elementary, secondary enrolments the story is not different. Higher educational attainment of the Muslims is very less as the all other educational indicators.

Islam has a holistic view of human development

Islam has a holistic view of human development, which views education and knowledge as central. Islam encourages the acquisition of knowledge and its use for the benefit of humanity. Furthermore, the principles of justice, equality and equity are important in Islam; by extension this entails acquiring knowledge, wisdom and skills to carry out one's duties. While knowledge is needed to fulfill religious and spiritual responsibilities, it is also highly important for achieving social and economic development, for wellbeing of the community, and for ensuring social harmony, freedom and human rights.

Good education gives many purposes to the life such as enhancement of the personal advancement, increase social status, increase social health, economical progress, success to the nation, set goals of life, make us aware towards many social issues and gives solutions to solve environmental problems and other related issues. Now-a-days, education has become very simple and easy because of the implementation of distance learning programmes. Modern education system is fully capable to remove the social issues of illiteracy and inequality among people of different race, religion and caste.

Objectives of the Study

1. To study the social and educational conditions of adolescent girls among Muslim Community with respect to Fathers Educational Level.
2. To study the social and educational conditions of adolescent girls among Muslim Community with respect to Mothers Educational Level.

3. To study the social and educational conditions of adolescent girls among Muslim Community with respect to Fathers Occupational Status.
4. To study the social and educational conditions of adolescent girls among Muslim Community with respect to Mothers Occupational Status.

Hypothesis of the Study

Hypothesis 1: There will be no significant difference in the social and educational conditions of girls among Muslim Community with reference to father’s education level.

Hypothesis 2: There will be no significant difference in the social and educational conditions of girls among Muslim Community with reference to mother’s education level.

Hypothesis 3: There will be no significant difference in social and educational conditions of girls among Muslim Community with reference to father’s occupational status.

Hypothesis 4: There will be no significant difference in social and educational conditions of girls among Muslim Community with reference to mother’s occupational status.

Sample of the Study

The sample consisted of 600 adolescent girls belonging to Muslim community from Hyderabad, Ranga Reddy and Medchal districts of Telangana State, India. The sample was collected through random sampling technique.

Tool of the Study

Questionnaire was prepared by the Researcher containing 60 questions on 3 point scale. The tool was standardized by establishing reliability and validity.

Analysis and Interpretation

To test the above hypothesis F-test was employed.

Table 1: Distribution of scores Father’s Educational Level wise.

	Father’s Education	N	Mean	SD	F	Sig.	Df
Social and Educational Conditions	Illiterate	120	44.21	10.36	3.162	0.05	5,594
	Below Metric	210	44.95	9.37			
	Metric	145	47.74	8.76			
	Graduation	104	47.99	8.81			
	Post-Graduation	16	46.65	11.78			
	Ph.D	5	48.65	8.11			
	Total	600	46.69	9.53			

The above table shows the results of social and educational condition of girls among Muslim Community with reference to their father education level. It is evident from the above table that the mean score of the girls whose fathers were illiterate was 44.21, below metric was 44.95, metric qualified was 47.74, graduate was 47.99, Post Graduated was 46.65 and for Ph.D father was 48.65. The obtained F value 3.162 with a df of 5 & 594 and was found to be statistically significant at 0.05 level of significance. It implies that social and educational condition of girls among Muslim Community differs significantly in relation to their father’s educational level.

Hence the Hypothesis 1, which states that ‘There will be no significant difference in social and educational conditions of girls among Muslim Community with reference to father’s education level, is rejected.

The girl students who have well educated parents receive congenial home environment, parental encouragement and social support in academic and non-academic spheres whenever required. It is well-known fact that these students are motivated and engaged to achieve higher level of learning, which is considered the best when they live in intellectual competitive and supportive environment.

Educated parents can reconstruct the children by applying some psychological principles which result in nurturing the highly motivated children to develop their own skills up to the optimum level. Contrary to this, illiterate parents, though they dream for the children’s being well settled, they are not aware of the methods to achieve the best ends.

Hypothesis 2: There will be no significant difference in the social and educational conditions of girls among Muslim Community with reference to mother’s education level.

To test the above hypothesis F-test was employed.

Table 2: Distribution of Scores Mother’s Educational Level wise

	Mother’s Education	N	Mean	SD	F	Sig.	Df
Social and Educational Conditions	Illiterate	230	42.23	10.52	3.887	0.05	5,594
	Below Metric	168	44.91	9.13			
	Metric	100	46.77	8.21			
	Graduation	78	48.28	9.53			
	Post-Graduation	24	46.54	7.23			
	Ph.D	0	-	-			
	Total	600	45.74	8.92			

The above table shows the results of social and educational conditions of girls among Muslim Community with reference to their mother’s education level. It is evident from the table that the mean score of the girls whose mothers are illiterate was 42.23, below metric was 44.91, metric qualified was 46.77, graduated was 48.28, Post Graduated was 46.54. The obtained F value was 3.887 with a df of 5 & 594 and was found to be statistically significant at 0.05 level of significance. It implies that girls differ significantly on their social and educational conditions in relation to their mother’s educational level.

Hence the hypothesis 2, which states that there will be no significant difference in the social and educational conditions of girls among Muslim Community with reference to mother’s education level is rejected.

Based on the mean scores it may be observed that, mother’s educational attainment level has a considerable effect on girl’s social and educational conditions. Higher the mother’s educational qualification there is a possibility of better social and educational conditions among girls.

Comparing the father educational level mother educational level has some extra advantage since the mother is the first teacher to the child. If a mother is educated, she makes aware of her children about the social prestigious value of various jobs. She makes aware of the importance of hard work to achieve the higher status, monetary benefits, the purpose of life etc. Educated mother ensures proper academic achievement of her children by offering help in assignments, in learning difficulties and in various academic and vocational decision-making situations.

Parents with the higher level of education can provide their children volume of information about the various kinds of occupations available with the various levels of education and this ensures children to make the adjustment between social and educational conditions. When they are well

informed and guided by the experienced parents, obviously these children’s social and educational conditions are better and higher than those of children with illiterate or lower level educated parents.

Hypothesis 3: There will be no significant difference in social and educational conditions of girls among Muslim Community with reference to father’s occupational status. To test the above hypothesis F-test was employed.

Table 3: Showing results of test of significant difference between the mean scores of girls with reference to their Father Occupational Status

	Father’s Occupation	N	Mean	SD	F	Sig.	Df
Social and Educational Conditions	Government	86	47.85	9.23	3.689	0.05	3, 596
	Private	170	46.26	8.65			
	Self Employed - Farmer	244	45.69	9.38			
	Unemployed - Daily Wage	100	43.55	9.17			
	Total	600	45.83	9.10			

The above table shows the results of social and education conditions of girls among Muslim Community with reference to their father occupational status. It is evident from the table that the mean score of the girls whose father’s are government employees was 47.85, fathers with private occupation was 46.26, fathers with self-employment i.e. farmers or business personnel was 45.69 and fathers with unemployment i.e. daily wage workers was 43.55. The obtained F value 3.689 with a df of 3 & 596 and was found to be statistically significant at 0.05 level of significance. It

implies that girls of Muslim Community differ significantly on their social and educational conditions in relation to their father’s occupational status.

Hence the hypothesis 3, which states that there will be no significant difference among social and educational conditions in girls among Muslim Community with reference to father’s occupational status is rejected.

Based on the mean scores it may be observed that, father’s of girls who are working in government sector are better than father’s of girls who are unemployed i.e. working as daily wage workers. So it can be said that the father’s occupational status has a considerable effect on children’s social and educational conditions. Fathers working in government sector are better and followed by privately working fathers, self-employed fathers in raising their own children in social and educational conditions. Unemployed father’s children lack such advantage.

The nature of job and income earned are the parameters in deciding a job as high prestigious one. The children of high-profile fathers perceive father as their role model, they try to prove themselves as their perfect children. Children identify strongly with their parents stereotypical occupations. The children of low profile or unemployed father's lack of inspirational environment, their aims are limited to get any one of the employment, which can provide some financial security to him/her and to his/her family.

Hypothesis 4: There will be no significant difference in social and educational conditions of girls among Muslim Community with reference to mother’s occupational status. To test the above hypothesis F-test was employed.

Table 4: Showing results of test of significant difference between the mean scores of girls with reference to their Mother’s Occupational Status

	Mother’s Occupation	N	Mean	SD	F	Sig.	Df
Social and Educational Conditions	Government	72	48.71	8.32	3.955	0.05	3, 596
	Private	134	45.22	9.36			
	Self Employed - Farmer	218	44.18	8.12			
	Unemployed - Daily Wage	176	42.94	9.06			
	Total	300	44.72	8.89			

The above table shows the results of social and educational conditions of girls among Muslim Community with reference to their mother’s occupational status. It is evident from the table that the mean score of the girls whose mother’s are government employees was 48.71, private occupation was 45.22, self-employment i.e. farmers or business personnel was 44.18 and fathers with unemployment i.e. daily wage workers was 42.94. The obtained F value 3.955 with a df of 3 & 596 was found to be statistically significant at 0.05 level of significance.

Hence the hypothesis 4, which states that there will be no significant difference in social and educational conditions of girls among Muslim Community with reference to mother’s occupational status is rejected.

Based on the mean scores it may be observed that, mother’s of girls who are working in government sector were better than mother’s of girls who were self employed and unemployed i.e. daily wage workers or house wives. So it can be said that mother’s occupational status has a considerable effect on children’s social and educational conditions. Mothers working in government sector are quite better than privately working mothers, self employed mothers in raising the girls in social and educational

conditions. Unemployed mother’s children particularly girls lack such advantage.

Mothers, who are government employees, are educated, self-reliant, and resourceful. They possess considerable knowledge on educational and social avenues. Whenever their child encounters a problem or difficult situation in connection with his or her educational or social choices, an employed mother can guide her children properly and appropriately.

Conclusion

Education is the modification of behaviour. Education is an essential element of human resource development as it improves the knowledge and develops required skill base among the individuals. Education helps the individual to grow within himself, to expand his or her thinking skills, explore the world and widen the horizons.

The social tradition and misunderstanding that prevailed within the community regarding education has prevented many minority girls from being educated. Poverty which is a huge deterrent for many Muslim girls to get access to higher education is also a problem that poses a challenge. Lack of accessibility to education, lack of hostels and senior

secondary sections in many blocs and districts situated in the remotest areas of the country is a huge setback for the adolescent girls who want to pursue higher education. The result of the study reveals that there is a significant difference with respect to parents educational and occupational status in the social and educational conditions of adolescent girls among Muslim Community in Hyderabad, Rangareddy and Medchal districts of Telangana State.

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