



ACADEMIC ACHIEVEMENT OF HINDU AND MUSLIM SENIOR SECONDARY STUDENTS OF KUMAUN REGION

Education

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ABSTRACT

This study attempts to compare the academic achievement of Hindu and Muslim senior secondary students of Kumaun region of Uttarakhand. A sample of 200 Hindu and Muslim senior secondary students of Kumaun region was randomly taken from different government senior secondary schools. Mean, S.D., and t-test were used to analyze the data. Results show that significant difference was observed between the academic achievement of Hindu and Muslim senior secondary students of Kumaun Region. Further, it was also found that academic achievement of Hindu students was greater than Muslim students.

KEYWORDS

Introduction

One of the most imperative outputs of any educational system is the accomplishment of the objectives by the students up to the extreme. The students may be classified as good achievers, average achievers and bad achievers on the basis of their level of attainment or accomplishment. The level of students' thinking and beliefs is significant to erudition and could potentially decide their academic performance. Students are found to be different in how they practice, work, think, instruct, remember, systematize and relate the information they have assembled or collected; some students are found as considerate learners while other are found to work on the information more ostensibly. Numerous studies at different level of education point out that academic achievement of the students is reliant on variables like socio-economic status, personality characteristics, attitudes, creativity, intelligence, home and family environment, values, type of schools, school set-up and educational aspirations. Besides these, vocational aspirations, adjustment, study habits, religion etc. also play their justifiable role. Religion is a way of life entailing specific values, beliefs and practices. The religion practiced at home must imprint in the mind of the adolescent these values and beliefs giving a definite shape to the personality of the adolescent.

Many factors affect the academic achievement such as pupils socio-economic background, intelligence, language as medium of instruction, various personality traits of students, etc. These factors are of utmost theoretical and practical importance in developing curricula and designing educational programmes to suit the needs of pupils with varied backgrounds. Further, the study of these factors assumes special significance in view of their implications in respect of day-to-day curriculum planning on the part of the classroom teacher.

There are many factors in the lives of today's children that operate against their developing a positive, substantive, and internal sense of the importance of achievement. The lack of a system that has worked for such achievement in the lives of many of their parents and community members, and the obtrusive presence of get-rich-quick models in the culture of the streets, are factors that strongly mediate against our young people in this regard. Notwithstanding, the meaning of achievement for young learners is especially important now. Many research studies (Kim, E. 2002; Devi, S. and Mayuri, K. 2003; Hill et al. 2004; Stair and Esther, 2004; Panigrahi 2005; Lakshmi and Minakshi, 2006; Mc. Laughtin & Michel Dennis 2007; Jeynes, 2007; Murphy, 2009; Kustere, Katherine De Meo, 2009; Muola J. M. 2010) were conducted by taking the academic achievement as dependent variable and the parents involvement, family background, caste, locality, parental styles as independent variables. Academic Achievement of students by and large is determined by various factors which include, home, school, peer group, school environment, study involvement, emotional maturity, self concept and socio-economic status. All these collectively contribute for the enhancement of Academic Achievement of Students. Investigation and studies on the

correlates of achievement, need to be thoroughly examined with a view to improved curricular development, efficient teaching and better academic achievement. It therefore, demands to study the senior secondary students of Hindu and Muslim religion about their academic achievement.

Method

Methods of any research study are decided on the basis of the theory and principle of the statement of the research problem under investigation, objectives formulated for the present research problem, the appropriateness of the available resources of researcher, ability and capacity of the researcher, etc. These essential considerations have directed the researcher to use the Normative Survey method under the descriptive nature of research for the present study. In the present study all the necessary steps have been followed which have suggested being essential for the Normative Survey Method of research by most of the educationists.

Population

A group of individuals or units which includes all the possible members to that particular category is called population. A population may be called as a group of people that have one or more common characteristics that are of the requirement of the researcher. The population is all the units of a particular category, or a more restricted part of that group." For the present study, population is defined as the students of Hindu and Muslim Religion of class XI studying in government senior secondary schools of Kumaun region.

Sample

For the present study, 200 students (both Hindu and Muslim) of class XI studying in Government Senior Secondary Schools of Kumaun region were taken as sample. For this purpose, random sampling technique was used at each stage.

Tool Used

The aggregate of scores obtained by the students in class X was considered as academic achievement of the students.

Results

To study the differences between Hindu and Muslim senior secondary student's on academic achievement, t-test was used. All statistical values were calculated with the help of Microsoft Excel. Summary of t-test for difference between Hindu and Muslim students on academic achievement is presented in Table- 1.

Table - 1 Summary of t-test for difference between Hindu and Muslim senior secondary students on academic achievement

| Religion | N | Sum | Sum of Squares | Mean | S.D. | t |
|--------------------------------------|-----|-------|----------------|---------|--------|---------|
| Hindu | 102 | 28757 | 8377311 | 281.931 | 51.686 | 6.566** |
| Muslim | 98 | 22744 | 5573394 | 232.082 | 55.141 | |
| **p<0.01 (Significant at 0.01 level) | | | | | | |

It is evident from Table - 1 that t-value for difference between Hindu and Muslim senior secondary students on academic achievement was found to be 6.566 which was greater than the table value 2.601 at 0.01 level of significance and degree of freedom (df)-198. This indicates the fact that there was significant difference between Hindu and Muslim senior secondary students on academic achievement. Since mean difference was in favor of Hindu students which means that Hindu students were found to have better academic achievement in comparison of Muslim students.

Conclusion

The results of the study reveals that there was significant difference between Hindu and Muslim students on academic achievement. This difference was observed due to different type of home and family environment of the students of Hindu and Muslim students. The findings of the study are supported by various studies like Sacker et al. (2002), Sacker et al. (2002), Stair and Esther (2004), Saini (2005), Vamadevappa (2006). Sacker et al. (2002) revealed that there was significant and positive relationship between academic achievement and parental involvement. The findings of the present research are similar to the results of Jagannadhan (2003) which revealed that there was significant effect of home environment on academic achievement. The findings of the above research studies support the findings of the present study.

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