

Impact Of Self-Realization On The Academic Performance Of Students From Both The Upper And Lower Classes Muslim

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ABSTRACT

Every boy and girl has different capacities to think, contemplate and imagine, on the basis of which they perform different types of tasks and move forward in life. Self-realization has an active effect on the educational achievement of students. In the presented research, the effect of self-realization on the educational achievement of students of upward and backward Muslim has been studied. By administering self-awareness test and educational achievement test to class 10th students, it has been found through statistical calculation that self-awareness has a positive effect on the educational achievement of students of upward and backward Muslim. Hence, educational achievement should be improved by providing opportunities to increase self-awareness to students by involving them in educational tours, cultural and literary activities, seminars and various competitions.

Keywords: Self-Perception, Educational Achievement and Upward and Backward

Introduction

Despite receiving education in the same educational environment, there is a difference in the thinking and behaviour of every boy and girl. Often, many factors such as environment and heredity as well as intelligence, motivation, socio-economic status, reading habits and self-awareness actively influence the intellectual powers and educational achievements of students. Among all these factors, self-awareness is a major factor that affects the educational achievement of students.

Self-awareness is the way a person sees himself. It also reflects his ways of thinking and experiencing. Self-awareness is directly related to a person's understanding as well as mental maturity. Self-awareness affects the educational achievement of boys and girls positively or negatively. Self-awareness shows the special qualities, behaviour and thinking of a particular person. The role of self-awareness is very important in the development of the personality of students. Therefore, it is necessary for the teaching process that the self-awareness of the student is developed as much as possible. Along with this, teachers should also have knowledge about students' self-awareness so that the students' academic achievement can be increased.

Literature Review

People in Indian society are classified according to their social class—upward and backward. Even with the monarchical system of religion, social class plays a vital role in human life. Muslims are classified into several castes and classes due to the hierarchical structure of social groupings, traditional vocations, and endogamy (Zainuddin, 2003). In the past, the vast majority of Muslims in India converted from lower Hindu castes in order to escape social injustice and the prevalent socioeconomic diseases. They were drawn to Islam's ideas of social equality and fraternity, but in the end, it turned out to be fantasy. Majority of Indian muslims experience backwardness, discrimination, and inequality that are largely comparable to those experienced by the corresponding Hindu backward class (Krishnan, 2010; Mondal, 2003).

Their strong ties to social and economic institutions meant that their conventional class traits did not alter. Because of this, even when they converted to Islam, these groups' social standing was mostly unchanged and

they carried on with their customary careers. Prior to changing their social position, they experienced deprivation, and this persisted after the change (**Yadav, 2013**).

In his research, Prof. **G Ansari** and **Dilip Karanth** split Muslims into three main groups: 1-Ashraf, or Muslims of the upper class, who comprise all clearly descended Muslims from outside their country as well as higher caste Hindu converts. Barbers, Weavers and tailors etc. and converts from lower castes are among the functional categories that make up Ajlaf.

Arzal, on the other hand, are comparable to Hindus in the SC (**Zainuddin, 2003, Ahmed, 2007**). Initially, the **K. Kalelkar** Commission tried. in 1955 to define social hierarchies and divides Indian Muslims. Of the 2,399 backward castes/communities, 837 were classed as extremely backward, and this included Muslims.

For the first time, some Muslim castes and communities—who experienced prejudice and social regression within their own society—were acknowledged as lagging behind and brought inside the ambit of affirmative action in the Commission's Report. The Commission did recommend that they be granted job reservations, although this recommendation was limited to written form (Krishnan, 2010). The Second Backward Classes Commission (Government of India, 1980) recognised the problem of backwardness among groups, particularly among Muslims. It was estimated that 3,743 different castes and groups—which, if SCs and STs are excluded—make up 54% of India's overall population and are hence regarded as "backwards." The Commission was in charge of 90% of Muslims who are OBCs. I'm doing further study on this topic as a result.

Objectives of the Study

The objectives of the research are as follows:-

1. To study the educational achievement of rural and urban students of upward and backward Muslim.
2. To study the self-perception of rural and urban students of upward and backward Muslim.
3. To compare the educational achievement of students of upward and backward Muslim.
4. To compare the self-perception of students of upward and backward Muslim.
5. To study the correlation between educational achievement and self-perception of students of upward and backward Muslim.
6. To study the effect of gender on self-perception of students.
7. To study the effect of gender on educational achievement of students.

Hypotheses

The hypotheses of the present research are as follows:

1. The educational attainment of ascending Muslim students in urban and rural areas will not differ significantly.
2. The academic performance of backward Muslim students in urban and rural areas would not differ much.
3. In terms of how they view themselves, upward Muslim students in urban and rural areas will not differ significantly.
4. The self-perceptions of Muslim students from urban and rural backgrounds will not differ much.
5. There will be no significant difference in the educational achievement of students of upward and backward Muslim.
6. There will be no significant difference in self-perception of students of upward and backward Muslim.
7. Gender will not have any effect on the self-perception of the students.
8. Gender will not have any effect on the educational achievement of the students.

Limitation

The present study has been delimited to the students of upward and backward Muslim studying in class 10th of secondary level in rural and urban government schools falling under Shikarpur and Bakshipur development blocks of district Maharajganj-Gorakhpur, which is very small for this type of study. The sample size for this study is 240 student, which is too small for a study like this. Shortage of important aspect such as time, financial problem, and size is the main cause of limitation.

Research Process

Research Method - Survey method has been used to study this research problem.

Sample - The selection of sample in the presented research is as follows

So. No.	Selected Secondary School	Category wise distribution of sample students				Total
		Upward Muslim		Backward Muslim		
		Male Student	Female Student	Male Student	Female Student	
1	Urban	30	30	30	30	120
2	Rural	30	30	30	30	120
Total		60	60	60	60	240

Tools - The following tools are used in the presented research -

(1) Self-Perception Test Scale (SBP) Dr. R.P. Verma

(2) Self-made Educational Achievement Test Scale There are total 25 alternative questions.

Variables - The following variables are used in the presented dissertation -

1. Independent variable Self-perception
2. Dependent variable Educational Achievement

Statistical Operations - In the presented research, mean, standard deviation, significance (value) of difference of mean and correlation were calculated for statistical analysis.

Hypothesis and finding

Hypothesis No. - 01

The educational attainment of ascending Muslim students in urban and rural areas will not differ significantly.

Table No. - 01

SN	Group	Sample No.	M.V	S.D	df	Value of t	Significance level
1	Urban students of upward Muslim	60	19.78	2.94	118	.375	% .05 confidence Level
2	Rural students of upward Muslim	60	19.58	2.89			

The difference between the mean values of educational achievement of urban and rural upward Muslim was found to be .375 which is less than the tabular value at 118 df and .05 percent confidence level. Hence the difference is not significant and hypothesis number 01 is accepted.

Hypothesis number 02

The academic performance of backward Muslim students in urban and rural areas would not differ much.

Table No. - 02

SN	Group	Sample No.	M.V	S.D	df	Value of t	Significance level
1	Urban students of backward Muslim	60	19.54	3.45	118	1.01	.05% confidence Level
2	Rural students of backward Muslim	60	20.22	3.86			

It was shown that the mean accomplishment level of backward Muslim students in urban and rural areas was 19.54 and 20.22, respectively. At the 0.05 confidence level, the difference between the means was determined to be 1.01, which is smaller than the tabular value. As a result, there aren't any notable differences between the two. The second theory is thus accepted.

Hypothesis number 03

In terms of how they view themselves, upward Muslim students in urban and rural areas will not differ significantly.

Table No. - 03

SN	Group	Sample No.	M.V	S.D	df	Value of t	Significance level
1	Urban students of upward Muslim	60	30.07	4.61	118	3.43	sp<0.05
2	Rural students of upward Muslim	60	33	4.74			

The mean score of self-perception of urban and rural upward Muslim students was found to be 30.07 and 33 respectively. The significance value of the difference between the means is 3.43 which is more than the tabular value at 0.05 confidence level. Based on the above analysis, hypothesis number 03 is rejected.

Hypothesis number 04

The self-perceptions of Muslim students from rural and urban backgrounds will not differ much.

Table No. - 04

SN	Group	Sample No.	M.V	S.D	df	Value of t	Significance level
1	Urban students of backward Muslim	60	32.44	4.25	118	.658	NS at 0.05 confidence Level
2	Rural students of backward Muslim	60	33.01	5.19			

The average self-perception scores of backward Muslim students in urban and rural settings were found to be 32.44 and 33.01, respectively. The significance between them was calculated using a t value of .658, which is less than the result at the 0.05 confidence level. As a result, there aren't any notable differences between the two. As a result, hypothesis number four is approved.

Hypothesis number 05

There will be no significant difference in the educational achievement of students of upward and backward Muslim.

Table No. - 05

SN	Group	Sample No.	M.V	S.D	df	Value of t	Significance level
1	Total upward Muslim students	120	19.95	2.26	238	.746	NS at 0.05 confidence Level
2	Total backward Muslim students	120	20.25	3.78			

In comparison to the result obtained at the 0.05 confidence level, the mean value between the two groups was .746. Thus, no discernible change exists. So, it is decided to adopt hypothesis number 05.

Hypothesis number 06

There will be no significant difference in the self-perception of students of upward and backward Muslim.

Table No. - 06

SN	Group	Sample No.	M.V	S.D	df	Value of t	Significance level
1	Total upward Muslim students	120	33.53	6.4	238	1.40	NS at 0.05 confidence Level
2	Total backward Muslim students	120	32.34	6.76			

Muslim students who are either upward or backward in their self-perception have a mean score of 1.40, which is lower than the tabular value at the 0.05 confidence level. Therefore, there isn't a big difference. The sixth hypothesis is agreed upon.

Hypothesis No. 07

There will be no effect of gender on self-perception of students of upward Muslim.

Table No. - 07

SN	Group	Sample No.	M.V	S.D	df	Value of t	Significance level
1	Girls of upward Muslim category	60	35.38	4.85	118	4.737	sp<0.05
2	Boys of upward Muslim category	60	31.50	4.09			

On the basis of the above analysis, hypothesis no. 07 is rejected because gender has a significant effect on self-perception among students of upward Muslim category.

Hypothesis No. 08

There will be no effect of gender on the educational achievement of students of backward Muslim.

Table No. - 08

SN	Group	Sample No.	M.V	S.D	df	Value of t	Significance level
1	Boys of backward Muslim category	60	21.01	3.55	118	1.27	NS
2	Girls of backward Muslim category	60	20.13	4.00			

On the basis of the above analysis, hypothesis number 8 is accepted because the significance of the mean of educational achievement of boys and girls of backward Muslim is less than the tabular value, hence there is no significant difference.

Conclusion

The conclusions obtained from the data collected in the present research are

1. No difference was found in the educational achievement of rural and urban students of upward and backward Muslim category.
2. No difference was found in the self-perception of rural and urban students of upward and backward Muslim category.
3. No difference was found in the educational achievement of students of upward and backward Muslim category.
4. No difference was found in the self-awareness of students of upward and backward Muslim category.
5. A positive correlation was found between educational achievement and self-awareness of students of upward and backward Muslim category.
6. Gender of students of upward and backward Muslim category was found to have an effect on their self-awareness.
7. Gender of students of upward and backward Muslim category was found to have no effect on their educational achievement.

Suggestions

Based on the research findings, the following suggestions are presented:

1. Special efforts should be made for upward and backward Muslim students of rural and urban schools to develop self-awareness.
- 2 Educational tours, cultural and literary activities, seminars and various competitions should be organized to increase self-awareness of students.

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