



A STUDY OF EDUCATIONAL ASPIRATION OF MUSLIM AND NON-MUSLIM ADOLESCENTS

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Abstract

This is a study of 411 Muslim and non-Muslim adolescents. It examines the gap in educational aspiration among Muslim and non-Muslim adolescents in relation to Intelligence, creativity, socio-economic status and adjustment. The study finds the dominant role of intelligence, creativity and SES in case of Muslim population and only Intelligence and SES in the case of non-Muslim population in the prediction of educational aspiration among adolescents. The study further probe the gap in educational aspiration between the two groups. The researcher believes that the results of this study if applied may prove beneficial for this deprived and underprivileged community of India.

Keywords: Educational Aspiration, Intelligence, Creativity, SES and Adjustment.

INTRODUCTION:

The level of aspiration has been found affecting the educational aspirations of the individuals, specially the school children during adolescence. Adolescent's aspirations guide what they learn in school, how they prepare for adult life what they eventually do (Welberg, 1989). Educational aspiration means the level of performance in the field of education, which a child wants to achieve in consonance with his capabilities or limitations. Baumrind (1971) concluded that parents whose children have higher level of educational aspirations are likely to place a high value on autonomy and achievement. Being democratic and encouraging they develop a give-and-take interaction with their children. The parents of children with low aspiration and achievements do not share these values or characteristics.

There are various cognitive and non-cognitive factors that influence the adolescent's educational aspiration like intelligence, creativity, adjustment and socio-economic status (parental education, occupation and income). There are other factors like sex and ethnic background, which also influence educational aspiration (Syfrit et. al., 1988). Bachman (1970) examined the impact of intelligence on the adolescent's college plans and found to be directly related to it. The reason for low level of educational aspiration among the disadvantaged adolescents may be due to less cognitive abilities (Coleman, 1966). Socio-economic status is also found to be significantly related to the educational aspiration of adolescents. Research studies have found that upper class adolescents have traditionally

aspired higher educational level than members of lower social class Congere and Peterson 1984; Adolescents from higher socio-economic status tend to view education as having intrinsic values quite apart from its function of increasing vocational opportunities and economic rewards (Krauss, 1964). Young people whose parents belong to the higher socio-economic level are more than fifteen times as likely to gain a bachelor's degree as those whose parents' socio-economic status is low (Bachman, 1978). In a longitudinal study of tenth grade boys, Bachman (1970) examined the impact of home background on the adolescents' college plans. He concluded that family background factors are positively related to intellectual functioning, which in turn has an effect on educational plans. In his study of African American, Latino and White students reported that the main issue, with respect to increasing access to college for minority youth was the negative effect of low parental education. Haas (1992) found that the aspiration of rural students are being influenced by the educational level of their parents and students who came from low income circumstances have lower educational aspirations than do their more economically advantaged peers. Young (2000) found that health is positively related to educational aspiration. Gender and ethnicity also influence the educational aspiration. Syfrit et. al. (1988) found ethnic identity was indirectly related to educational level of aspiration in the form of cultural variables while gender difference was also found to be strongly and directly associated with educational aspiration.

SIGNIFICANCE OF THE STUDY:

India is a pluralistic society where the people of different faith, customs, traditions, religion, socio-economic and cultural backgrounds reside in a peaceful manner. But the disparity exists in living standards, educational aspirations and goals of life, attitude towards education, and achievements among different arenas of our society. In India, the minorities have their unique traditions and cultures. The Muslims are the largest minority and constitute 14.2% of the total population of India followed by Christians (2.3%), Sikhs (1.7%), Buddhist (0.7%), Jains 0.4% and Parsees (0.006%). The literacy rate among Muslims is only 68.54% which is lowest among all the religious and lower than the national average of 72.98% (Census-2011). Muslims are educationally backward almost at all levels of education i.e. primary stage to higher and professional education (SCR-2005). Educational backwardness of the large group of any country is really a cause of concern and must be dealt at utmost urgency to bring this population in the main stream of the society. It is to be ascertained whether the factors responsible for educational backwardness of Muslims community are personal environmental or social, psychological, possibly education aspirational. Educational aspiration is related with the life goal and its related factors. It is affected by the cognitive (intelligence and creativity) and non-cognitive factors (socio-economic status and adjustment).

In current situation, the investigator feels to conduct a descriptive study of the significant predictors and their extent of predictability (relationship) with adolescents' educational aspiration, both among the Muslims and Non-Muslims male randomly selected groups.

OBJECTIVE OF THE STUDY:

1. To study the significant difference in educational aspirations of Muslim male and Non-Muslim males.

2. To study the correlation between predictive variables (Intelligence, Creativity, SES & Adjustment) and the criterion variable (Educational Aspiration) for Muslim males and non-Muslim males).
3. To identify the significant predictors of educational aspiration and their extent of predictability for the Muslim male sample.
4. To identify the significant predictors of educational aspiration and their extent of predictability for the non-Muslim male sample.

HYPOTHESIS OF THE STUDY:

H.01: There will be no significant difference in educational aspirations among Muslim males and non-Muslim males.

H.02: There will be no significant correlation between the predictive variables (Intelligence, creativity, SES & Adjustment) and criterion (Educational Aspiration) among Muslim males and non-Muslim males.

H.03: None of the cognitive and non-cognitive variables will be found to be the significant predictors of educational aspiration for the Muslim male sample.

H.04: None of the cognitive and non-cognitive variables will be found to be the significant predictors of educational aspiration for the non-Muslim male sample.

METHODOLOGY OF THE STUDY:

Descriptive Survey method of research was adopted to conduct the present study.

Design: In the present study the independent variables were intelligence, creativity, socio-economic status, and adjustment whereas educational aspiration was the dependent variable.

Sample:

There are 411 secondary and senior secondary (+2) schools in the district Aligarh as per the records obtained from website of Uttar Pradesh Board (U.P.B.) Allahabad, Council of Indian School Certificate Examination (CISCE) New Delhi, Central Board of Secondary Education (CBSE) New Delhi and A.M.U. School Board, Aligarh Muslim University (A.M.U.) Aligarh. Out of total 411 institutions only 82 are located in Aligarh City.

15 Schools were selected through stratified random sampling procedure in such a way that the Males and females may get representation. From each selected school one section of class 9th or 10th was identified through random sampling technique. Finally, all the students of the selected sections present on that day were taken as sample for the current study. In this study 271 Muslim males and 268 non-Muslim male were selected.

Tools Used:

Following tools have been used for the study by the researcher:

1. Intelligence Test, Culture Fair (Scale 2, Form A) by Cattell, and Cattell, (1973).
2. Verbal Test of Creative Thinking (TCW) by Mehdi, B. (1997)
3. Socio Economic Status Scale (SESS) (FORM A, URBAN) by Shrivastava, G. P. (1997).
4. Adjustment Inventory for School Students (AISS) by Mittal, V. K. (1965).
5. Educational Aspiration Scale (EAS) by Sharma, V.P. and Gupta, A. (1987).

Statistical Techniques:

The analysis of the data was done with the help of following statistical techniques: Mean, Standard Deviation, T test, Pearson Product Moment Correlation coefficient (r), and regression analysis

Analysis and Interpretation

Objective 1: To study the significant difference in educational aspirations of Muslim males and Non-Muslim males.

Table 01**Significance of Difference in the Mean Educational Aspiration Scores**

Comparable Groups	N	M	SD	t-value
Muslim male sample	271	36.80	9.43	2.77**
Non-Muslim male sample	268	39.06	9.51	

*= $P < 0.05$, **= $P < 0.01$, ***= $P < 0.001$

The obtained mean educational aspiration score of the Muslim male sample is 36.80 whereas it is 39.06 for the non-Muslim male sample. The calculated t-value is 2.77 for the difference between the mean educational aspiration scores of these two groups which is significant at 0.01 level. It can be inferred from the above-mentioned Table 01 that the educational aspiration level of Muslim male is lower than their non-Muslim male counterparts. Therefore, the hypothesis H.01 is rejected.

Objective 2: To study the correlation between predictive variables ((Intelligence, Creativity, SES & Adjustment) and the criterion variable (Educational Aspiration) subgroups.

Table 02**Correlation between the Predictive Variables and the Criterion Variable (Educational Aspiration) for Muslim and non-Muslim males.**

Predictive Variables	Criterion Variable Educational Aspiration	
	Muslim male sample (N=271)	Non-Muslim male sample (N=268)
Intelligence	0.51***	0.54***
Creativity	0.47***	0.16**
SES	0.21***	0.27***
Adjustment	0.17**	0.18**

= $P < 0.01$, *= $P < 0.001$

It is clearly evident from Table 02 that the coefficients of correlation between intelligence and the criterion variable educational aspiration are found to be 0.51 for the Muslim male sample and 0.54 for the non-Muslim male sample. Both obtained values of coefficients are positive and significant beyond the 0.001 level. It can be said that students having high intelligence scores are also found to have a high level of educational aspiration for both groups.

The coefficients of correlation between creativity and educational aspiration are found to be 0.47 for the Muslim male sample and 0.16 for the non-Muslim male sample.

The coefficients of correlation between socio-economic status and educational aspiration are found to be 0.21 for the Muslim male sample and 0.27 for the non-Muslim male sample. Both values are positive and significant, with the significant level beyond 0.01. This shows that students belonging to either group, having a high socio-economic status, also have positive educational aspirations.

The obtained values of the coefficients of correlation between adjustment and educational aspiration are found to be 0.17 for the Muslim male sample and 0.18 for the non-Muslim male sample. Both values are positive and significant beyond the 0.01 level of confidence. This clearly reveals that students belonging to both groups exhibiting high adjustment also show a high level of educational aspiration. Therefore, hypothesis H.02 is rejected.

Objective 3: To identify the significant predictors of educational aspiration and their extent of predictability for the Muslim male sample.

The results of the stepwise regression analysis treating educational aspiration as the criterion variable and intelligence, creativity, socio-economic status and adjustment as the predictive variables for the Muslim male sample are presented in the Tables 03, 03A and 03B:

Table 03
Stepwise Regression Analysis between the Predictive Variables and the Criterion Variable (Muslim male Sample)

Predictive Variable(s) and Educational Aspiration	Df	R ²	R ² -change	F-change
Intelligence	269	0.256	0.256	92.55***
Intelligence and SES	268	0.359	0.103	43.13***
Intelligence, SES and Adjustment	267	0.375	0.016	6.75**

=P<0.01, *=P<0.001

Table 3A
Summary of ANOVA for Regression

Sources of Variations	Sum of squares	df	Mean square	F-change
Regression	8991.80	3	2997.27	53.38***
Residual	14990.83	267	56.15	----
Total	23982.64	270	----	----

***=P<0.001

Table 3B
Regression Coefficients

Predictive Variables	Un-standardized coefficients	Standardized coefficients	t-value
Constant	-2.89	----	0.87
Intelligence	0.14	0.38	7.32***
SES	0.14	0.34	6.61***
Adjustment	0.16	0.13	2.60**

=P<0.01, *=P<0.001

The analysis of the results presented in the Tables 03, 3A and 3B reveals that the predictive variables intelligence, SES and adjustment are found to be the significant predictors of educational aspiration for the Muslim male sample. The magnitude of the predictability is found to be 37.5% accounted for by the three predictive variables intelligence, SES, and adjustment (Table 03). In this case also intelligence shared maximum percentage of variance (25.6%) in the criterion variable which is significant beyond 0.001 level as shown by the F-ratio (92.55) given in the Table 03. The second important contributing variable is SES which shared 10.3% of the variance being significant beyond 0.01 level (F=43.13). The least contributing variable is adjustment which contributed 1.6 % of the variance in the criterion variable educational aspiration. It is significant beyond 0.01 level (F=6.75). Here, the

creativity is eliminated from the model of prediction for educational aspiration of Muslim male sample as it has no significant contribution in the criterion variable.

The ANOVA for regression Table 3A shows that the model of prediction containing the three predictors namely intelligence, SES and adjustment shares the significant variance in the criterion variable educational aspiration due to the regression as shown by the F-ratio (53.38) which is significant beyond 0.001 level, Table 3A. The present model can be used to predict the educational aspiration scores significantly with the knowledge of the scores of the said predictors. All the regression coefficients presented in Table 3B are positive and significant. This shows that the variation in scores of the predictors (except adjustment) would result in positive and significant variation in the criterion variable (educational aspiration). This means that the adjustment plays important and positive role as far as the educational aspiration of Muslim male adolescents is concerned. Therefore, hypothesis H03 is partially rejected.

The regression equation to predict educational aspiration of the Muslims male adolescents can be expressed as the linear combination of the significant predictive variables as follows:

$$Y = 0.14 X_1 + 0.14 X_2 - 0.16 X_3 - 2.89$$

Where;

Y = Educational Aspiration Score

X₁ = Intelligence Score

X₂ = SES Score

X₃ = Adjustment Score

The percentage contribution of all the four predictive variables in the criterion variable educational aspiration for the Muslim male sample can be graphically represented as below:

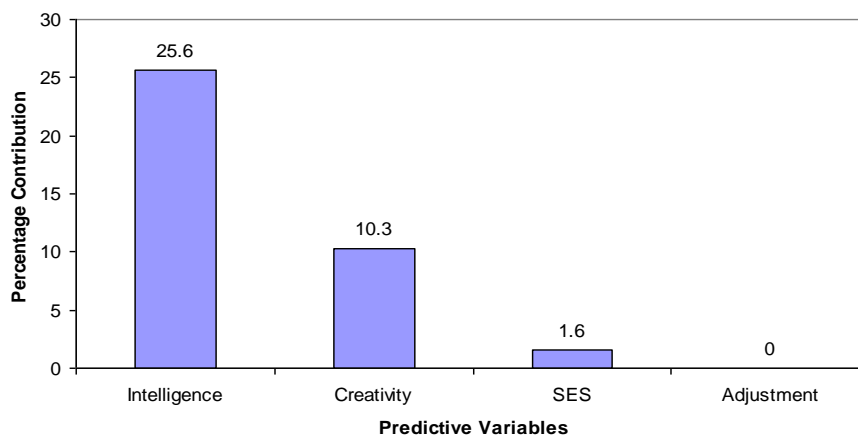


Fig. 1.0: Percentage contribution of the predictive variables in the criterion variable EAS for the Muslim male sample

Objective 4: To identify the significant predictors of educational aspiration and their extent of predictability for the non-Muslim male sample.

The results of the stepwise regression analysis treating educational aspiration as the criterion variable and intelligence, creativity, socio-economic status and adjustment as the predictive variables for the non-Muslim male sample are presented in the tables 04, 4A and 4B:

Table 4
Stepwise Regression Analysis between the Predictive Variables and the Criterion Variable (Non-Muslim male Sample)

Predictive Variable(s) and Educational Aspiration	Df	R ²	R ² -change	F-change
Intelligence	266	0.293	0.293	110.09***

***=P<0.001

Table 4A
Summary of ANOVA for regression

Sources of Variations	Sum of squares	df	Mean square	F-change
Regression	8127.80	2	4063.90	67.34***
Residual	15992.12	265	60.35	----
Total	24119.92	267	----	----

***=P<0.001

Table 4B
Regression Coefficients

Predictive Variables	Un-standardized coefficients	Standardized coefficients	t-value
Constant	10.23	----	3.88***
Intelligence	0.21	0.52	10.25***

***=P<0.001

The analysis of the results presented in the Tables 4, 4A and 4B show that the predictive variable intelligence is only found to be the significant predictor of educational aspiration for the non-Muslim male sample (Table 4). The strength of the predictability is found to be 29.3% which is significant beyond 0.001 level (F=110.09). Here again, the case is quite astonishing, i.e., creativity, SES and adjustment are dropped from the model of prediction indicating that the three variables have no significant share in the educational aspiration for the said group of adolescents.

The ANOVA for regression Table 4A reveals that the prediction model containing only one variable, cognitive in nature, shares significant variance in the criterion variable due to the regression for this sample. It is significant beyond 0.001 level as indicated by the F-ratio (67.34). The other predictive variables creativity (cognitive), SES and adjustment (non-cognitive) do not share significant variance in the criterion variable due to the regression for the sample. One can have good prediction of educational aspiration scores of the non-Muslim male adolescents with the help of the scores of intelligence. The regression coefficient which is shown in the Table 4B is positive and significant. It indicates that the positive change would occur in the scores of criterion variable educational aspiration due to change in the value of the predictor.

The percentage contribution of all the four predictive variables in the criterion variable educational aspiration for the non-Muslim male sample can be graphically depicted as below:

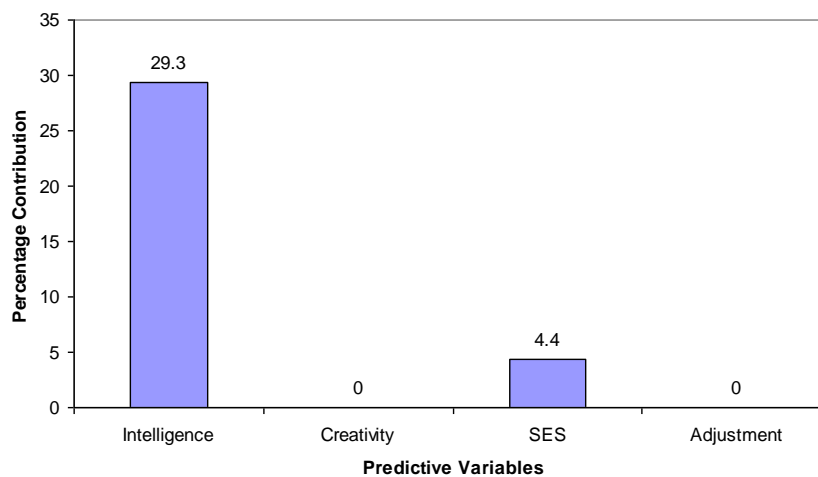


Fig. 2.0: Percentage contribution of the predictive variables in the criterion variable EAS for the Non-Muslim male sample

The regression equation to predict educational aspiration scores of the non-Muslim male adolescents can be expressed in terms of the linear combination of the significant predictive variables as follows:

$$Y = 0.21 X_1 + 0.34 X_2 + 10.23$$

Where;

Y = Educational aspiration score

X₁ = Intelligence score

X₂ = SES score

Comparative Strength of the Significant Predictors of EAS The comparative predictability strength of the significant predictors of educational aspiration in terms of the percentage shared common variance for the Muslim male and non-Muslim male samples are presented in the Table 05:

Table 05

Comparative strength of the significant predictors of EAS in Muslim male and Non-Muslim male samples

Predictive Educational Aspiration	Variable(s) and	% Shared Common Variance			z-value
		Muslim Sample	male	Non-Muslim male Sample	
Intelligence		25.6		29.3	0.59
Creativity		10.3		----	----
SES		1.6		4.4	1.16
Adjustment		----		----	----

The results presented in the Table 05 reveal that for the Muslim male sample, the significant predictors of Educational Aspiration are intelligence, SES, and creativity, whereas in the case of non-Muslim male sample, the significant predictor is only intelligence & SES. The percentage shared common variance of intelligence in the educational aspiration of non-Muslim male sample is found to be higher than the Muslim male counterparts but this difference is statistically insignificant. This shows that intelligence plays an equally important

role in the prediction of educational aspiration of both the groups. This finding is in the line with previous finding, about Muslim, non-Muslim, and male samples.

It may also be noted that the SES along with creativity are found to be the additional significant predictors of educational aspiration for the Muslim male adolescents. This shows that both the variables are playing the important role in the shaping of the educational aspiration level of the Muslim male adolescents.

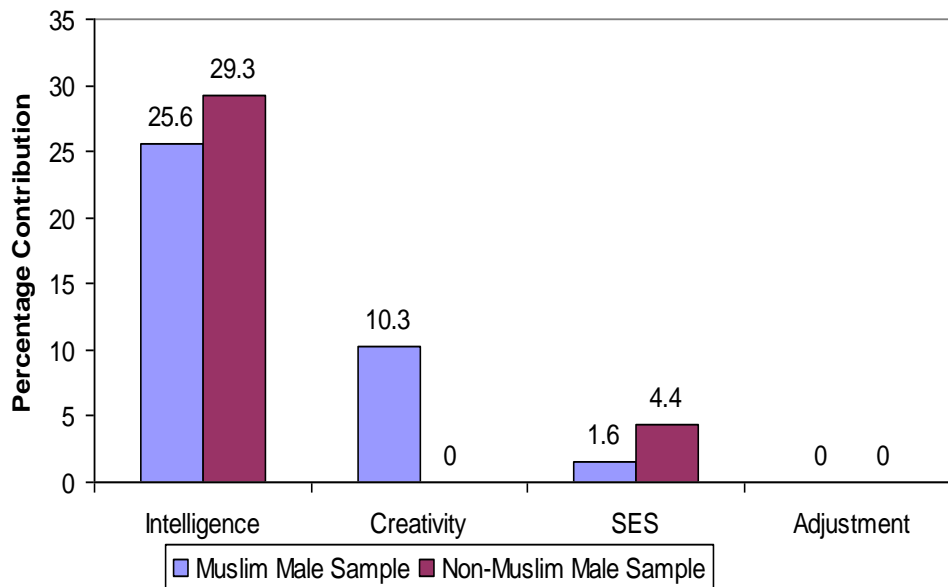


Fig. 3.0: Comparative strength of the significant predictors of EAS of Muslim male and non- Muslim male samples

Findings:

After careful analysis it was found, intelligence is a powerful predictor of educational aspiration for both the groups. The obtained values are 25.6% and 29.3% for Muslim and non-Muslim male sample respectively. (Table 3 and 4)

The comparison of said groups on intelligence as predictor of educational aspiration is non-significant. In case of non-Muslim male sample both the non-cognitive factors – Creativity and adjustment are significant predictors of educational aspiration. The contribution of SES is 4.4% which indicates that non-Muslim male group's socio-economic status resources state for their development which includes favorable higher educational aspiration and similarly other aspirations for bright future.

Adjustment is also found to be the additional significant predictor of educational aspiration for the said group. The reason being that a good adjustment condition certainly mitigates the level of alertness to obtain higher educational aspiration scores. Perhaps be this psychological phenomenon is working well in the positive relationship between SES and creativity in case of Muslim males. Surprisingly in case of non-Muslim males creativity & adjustment did not contribute in the model. It indicates that in their case intelligence has contributed strongly and independently for educational aspiration.

CONCLUSION

The comparison for Muslim and non-Muslim students on all the selected variables intelligence, creativity, socio-economic status and adjustment has made the present study

relevant to the Indian society which is heterogeneous. These variables play a significant role in predicting the educational aspiration of all adolescents, both Muslims and non-Muslims. The findings of the present investigation call for serious and concerted efforts by all the stakeholders to enhance the educational aspiration of adolescents for higher goals in the educational arena. If educational aspiration of adolescent is raised to a reasonable degree it shall produce caliber human resource the most needed input for the development of the country.

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