

## Educational Problem Of Muslim Girl Students In Secondary Schools- A Case Study Of Baksa District In Assam

<sup>1</sup>Babita Deka, <sup>2</sup>Bitu Das, <sup>3</sup>Meghali Das, <sup>4</sup>Hayna Phadangary

<sup>1</sup>M.A. (SLET) Dept. of Education, Tezpur University, Assam, India.

<sup>2</sup>M.A. (SLET) Dept. of Education, Tezpur University, Assam, India.

<sup>3</sup>Guest-Faculty, Dept. of Political Science, M.C. College, Barpeta, Assam.

<sup>4</sup>Student department of education Gauhati University, Assam

**How to cite this article:** Babita Deka, Bitu Das, Meghali Das, Hayna Phadangary (2024) Educational Problem Of Muslim Girl Students In Secondary Schools- A Case Study Of Baksa District In Assam. *Library Progress International*, 44(3), 5328-5335.

### Abstract

India is a multi-cultural democracy where people of different religion, culture and language etc. are living through the ages. In India, the Muslims form the largest minority group. Since independence India as a nation state is developing in various fields including the education sector. By and large, all section of people are today in the path of development. But what is most striking is that the Muslim community particularly the Muslim women are lagging far behind. This paper is an outcome of a field study carried out in a Muslim inhabited village of the Baksa district of Assam with a view to prepare a report on the educational problems of the Muslim girl students in secondary schools. The purpose of the paper is to identify the different causes of their educational backwardness and to achieve the goals of universal education to make them uplift in the education sector. It will try to elaborate the causes of the allegation that in the Indian society the social status of the Muslim women are not fairly treated as equal to male at all the places..

**Key-words:** Education, Girl, Muslim, Parents, Problems, religion, society etc.

### 1. INTRODUCTION:

Swami Vivekananda told that there is no possibility for the happiness of the world unless the condition of women is improved. It is not possible for a bird to fly on only one wing (Saha, 2021). He perceives that education is one of the most important tools for women. To become a prosperous and advance nation education is a basic necessity for every people. It is true that in the world women comprise almost 50% of total literacy but in India it is not true. According to Mahatma Gandhi “by education I mean all-round development of a person –body, mind and spirit” (Fatema, 2022). According to Swami Vivekananda “Education means that process by which character is formed, strength of mind is increased and intellect is sharpened as a result of which one can stand on one’s own feet.” In Islamic perspective “a mother’s lap is the first school for child”. In India there is a prominent saying that to educate a girl child means to educate a family. Education is considered as a milestone of women empowerment because it helps women to change their life and it also helps women react to their challenges. In a patriarchal society of India girls have a few freedoms than boys. In earlier stage traditionally very few girl got chance to go to school because of their conservative cultural attitude. Muslim girls lag behind men as well as all communities. The dropout percentage among Muslim is 17.6 which is higher than the national average of 13.2. About 25 percent Muslim children ages between 6-14 years are not enrolled in school and some of them are dropout. In a college of the country there are only 25 under graduate and out of 50 one student is post graduate. In all courses it is seen that the share of Muslim is very low. Generally it is believed that the Muslims are not able to cope up with the changes in their society (Hussain 2018).

### 2. RATIONALE OF THE STUDY:

Generally it is seen that most of the Muslim girls in Indian society have been living in fear

and domination in and outside their family only due to the lack of proper education. In the process of their attaining education some socio-economic, cultural, religious and political factors seem to become the major hindrances. Only education can make them able to assert their rights and perceive their duty in political, social and religious domain. Education is one of the best strategies which can reduce poverty and develop the primary level of girls' education for a better future. Muslim girls are socially, economically and educationally backward in India as a whole and particularly the present area of study i.e. the Baksa district of Assam. Muslim girls are lacking proper knowledge in their faith. The Educational backwardness of the Muslim girls as a whole and particularly the Muslim women in Baksa district of Assam has become an important factor of high rates of child labour, child marriage, mal-nutrition, poverty, high mortality etc. It is observed that Muslim women mainly from the rural areas are unaware of the different governmental schemes and facilities only due to their educational backwardness. As the women are the main contributors towards the holistic development of their children, it is an urgent necessity to uplift the women section in terms of educational development.

### **3. STATEMENT OF THE PROBLEM:**

In the present study the investigator tries to make out an attempt to find out the factors affecting Muslim girls' education at secondary level. The study has been started as "Educational Problem of Muslim Girl Student in Secondary Schools- a Case Study of Baksa District in Assam."

### **4. OBJECTIVES OF THE STUDY:** The paper has the following objectives:

- To find out the home environment and personal problem faced by the Muslim girls in senior secondary school.
- To identify the school and community related problems faced by the Muslim girls in senior secondary school.
- To find out the parents' attitudes towards the education of their girl child at senior secondary level in Muslim community with special reference to Baksa district of Assam.

### **5. RESEARCH QUESTIONS:** The paper has the following research questions:

- What are the home-environment related and personal problems of Muslim girl that have affected them in senior secondary school level?
- What are the school and community related problems among Muslim girl which influence their decision level?
- What is the parents' attitude towards education of their girl child at senior secondary level in Muslim community in the area chosen for study?

### **6. REVIEW OF RELATED LITERATURE:**

- Akhtar, B., Akhtar, Z., Aslam, H. D., Z. Habib, M. B., Jalalian, M., Suleman, Q., & Yasmeen, K. (2015) also conducted a study on Exploring the factors Affecting Girl's Education at Secondary Level: A Case of Karaka District, Pakistan. The main purpose of the study was to find out the factors which affect the girl education at secondary school level and to recommend some technique to promote girl education at secondary level. For this study researcher selected 30 heads 120 teachers and 480 students as respondents. For selecting sample researchers used simple random sampling and for data collection researcher used a semi structured questionnaire. In this study quantitative research designed were used. The researchers used percentage and chi square for analysis the collected data. The findings of the study showed that various kind of component like unpunctuality of teacher, lack of relationship between teacher and students, unfeasibility of school buildings, poor financial status of parents, lack of basic facilities, marriage at early age, lack of parental attention, negative attitude of parents towards, literacy of parents, lack of competent teachers, lack of basic facilities for teachers, lack of proper security arrangement, and long distance to school influence the girls in their higher secondary education.
- Bhusal, S. (2014) conducted a study on Educational status of Muslim women. The main purpose of the study was to observe the participation rate Muslim women in India and to investigate the reasons for obstacles and difficulties in obtaining education. Researcher used exploratory and descriptive research design to fulfil the objectives of that particular research. The researcher

selected 60 households as respondents and for collecting the data the researcher used primary and secondary and both qualitative and quantitative data and also both open and close interview schedule used. The findings of the study showed that early marriage and religion were the cause lagging behind their further education.

- Kumar, S. S., & Ashraf, Y. (2019) conducted a study on personal problem faced by Muslim girls in Higher education. The main purpose of the study was to find out the socio economic conditions of Muslim girls in higher education & to find out the personal problems faced by Muslim Girls in Higher education. The Researcher selected 37 respondents randomly from each department. In this study researcher used likert scale questionnaire for investigate the problems of Muslim girl they faced in higher education. The researcher used chi square and average score analysis were for analysis the collected data. The findings of the study showed that no remarkable association between age and personal problems and no remarkable association between economic and personal problem in higher education.
- Hazra, M. (2018) conducted a study on An Overview of Educational Status of Muslim Women in India. The main motive of the study was talk about the present educational status of Muslim women in India. In this study researcher used the secondary data and also some governmental report. The findings of the study appear that poor economic status and religious superstition are lagging behind to attain the literacy status. Education and empowerment of Muslim women is one of the important occurrences at national and international level.

**7. METHODOLOGY:** The paper has the following methodology:

- 7.1. Research Design:** In fact the research design is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection of data. The present study comes under the domain of household survey.
- 7.2. Sample:** In order to achieve the objectives of the present study purposive sampling technique and convenience sampling technique was used to collect the information from the selected area. At first the village was selected purposively for the study and then a sample of 120 girls from 56 household was selected based on their consent which is convenient for the researcher. Purposive sampling is also known as judgmental sampling because the researcher picks up only those people who are relevant according to the purpose of his study. Therefore, for this study the researcher selected a sample of representatives of the population. After the selection of the study area, the size of the sample has been decided on the basis of the permission and consent by the participants within a fixed period of time of 10 days.
- 7.3. Tool Used:** In this study, the researcher decided to use a self-developed questionnaire and a semi-structured interview schedule to collect data about the problem that a girl face in senior secondary school. The self-developed questionnaire was used to collect from the girl students whereas the semi-structured interview schedule was used to collect data from parents from the selected area. In this study, the researcher collected the primary data from participant as first-hand information from the questionnaire and interview schedule.

**7.4. Delimitation of the Study:** The paper has the following limitations:

1. The study was limited only to the Muslim community in Baksa District.
2. The study was only confined to Baksa district of Assam. So other districts were excluded from the study.
3. This study was delimited to the senior secondary school level only. Therefore, it has excluded the Higher education level.

**8. DATA ANALYSIS & DATA INTERPRETATION:**

**8.1. Home environment related and personal problem faced by Muslim girl in senior secondary school:** Under this objective, there are a total of 33 items (25 items on family related problem, 8 items on personal problem related) in the student questionnaires which were studied to find out the home environment related problems as well as personal problems faced by Muslim girls in senior secondary schools.

- **Family Income:**

**Table no. 8. 1. i : Distribution of respondents by Family Income:**

Annual income	Number of Respondent	Percentage of Respondent's (%) N=64
30000-50000	28	43.75
60000-80000	27	42.1875
90000-110000	8	12.5
120000-Above	1	1.5625

**Source: Field**

Table no. 8.1.i. shows that out of 64 household, 43.75 % of the families i.e. 28 family's annual income were below 60000. A total of 42.19 % of respondents stated that their family income is between sixty thousand to eighty thousand whereas 12.5 % of respondents stated that they earn in between ninety thousand to one lakh ten thousand. Only 1 respondent that is 1.56 % stated that their family income is per year one lakh twenty thousand. This data indicate that there is inequality among the families of respondents in terms of income.

From the analysis, it can be stated that the family income of each respondents' household was less equal and the economic background of parents varied from each other. Only one family's income was one lakh twenty thousand. A good economic condition helps people with a quality of life. But the study revealed that most of respondent's parents' occupation was related to agriculture or wage earner so they were not able to earn enough money from their livelihood which was the main cause of their economic backwardness. Hence it can be said that because of their parents low income condition the parents of respondents were not able to fulfil their all demands. The findings of the study also support the findings of **Barbhuyan, (2017)** who conducted a study on "Problems and prospectus of Muslim women in Higher education" where economic crisis is reported as a major cause of educational problem of girls. Therefore, it can be interpreted that poor family income plays a very crucial role in case of educational problem of Muslim girl.

- **Parents Educational qualification:**

**Table No. 8. 1. ii. Distribution of respondents by parents' educational qualification:**

Educational qualification of parents		Percentage of respondents (%) N=64
Father's Educational qualification	Illiterate	71.9
	Lower primary	17.2
	Upper primary	3.13
	Secondary	7.8
Mother's Educational qualification	Illiterate	73
	Lower primary	12
	Upper primary	9
	Secondary	6

**Source: Field**

Table no. 8. 1. ii. shows that the total number of girls student in this study is 64 and among them 71.9 % of their fathers were illiterate; 17.2 % went to lower primary schools; 3.13 % went to upper school whereas only 7.8 % studied in secondary schools. Again, this table shows that among their mothers 73 % were illiterate and 12 % went to lower primary school. In upper primary school there were 9 % of mothers and only 6 % of female parents of girls went to secondary schools. If we see the overall percentage than it is seen that many of them parents were illiterate. The number of parents who obtained secondary education was very less in percentage. From the above table it can be stated that parents' illiteracy has a major impact on education of girls' student. The findings of the study also supported the findings of **Fatema, (2018)** who found that parents' illiteracy plays a major role in creating hindrance of girl's education.

There are some prominent and common reasons for low enrolment which were stated by most of the respondents at the time of data collection:

- i. **Poverty:** when the researcher asked the students to give their perception on low enrolment of Muslim girl in different level of education then out of 64 respondents 49 respondents (76.6%) stated that poverty is the main problem in terms of low enrolment of Muslim girls in education. It indicates that poverty has an great influence on education. This findings of the study also support the study of Komra, M. G. (2014). This reveals that poverty is the main problem which create barrier in the education of girls in Muslim community.
- ii. **Lack of Family Support:** Under this theme, out of 64 respondents 6 (9.4%) respondents stated that many girls from their community were not enrolled in school because of family support. This finding of the study reveals that lack of family support is a main problem for low enrolment of Muslim girl in education.
- iii. **Early marriage:** Under this theme out of 64 respondents 9 (14.1%) respondents stated that many girls from Muslim community were not enrolled because of early marriage. This finding of the above analysis shows that early marriage is an important factor which results in low enrolment in school along with girls' education as well. This finding of the study also supported the findings of Devi, A. A., & Bhagawati, N. (2016).
- iv. **Personal problems:**  
Data shows the interest of students in studies. Out of 64 respondents 14.1% of respondents stated that they were interested to go to school regularly whereas 85.9 percent of respondents stated that they were not interested to go school on regular basis. The findings also support the study of Anwar, F., Akbar, S., & Khan, U. A., (2012) who conducted a study on Problem encountered by women in education sector of Bahawalpur which reveals that lack of enthusiasm creates barrier in the field of girls education.

**8.2. School related and community related problem faced by Muslim girl in school:** Under this objective there were total 27 items (21 items on school related problem and 5 items on community related problem) in the questionnaire which were studied to find out the school related problems as well as community related problems faced by the Muslim girls in senior secondary schools.

- **Problem in school**

**Table: 8. 2. i. Distribution of respondents by problem faced in school:**

Facing any kind of problem in school	Percentage of respondents N=64		
	Yes	No	Total
	(36)56.3	(28)43.7	64(100)

**Source: Field**

The above table no. 8.2.i. shows that out of 64 respondents 56.3 percent of respondents stated that they face many problems like lack of academic support, well equipped classrooms, environment in schools whereas only 43.7 percent respondents stated that they didn't face any kind of problem in their schools. From this analysis it can be said that lack of academic support, unfeasibility of school building create barrier in education. This findings of the study also support the findings of Ahmed, (2013) which reveals that lower level academic support create barrier in the field of girls education.

- **Community related Factors:**

- I) **Purdah System:**

**Table 8. 2. ii. Distribution of respondents by problem because of purdah system:**

Have you faced any kind of problem in your academic life because of purdah system ?	Percentage of respondents N=64		
	Yes		Total
	50(78.1%)	14(21.9%)	64(100%)

**Source: Field**

The table no.8. 2. ii. shows that 78.1 percent respondents stated that because of purdah system every student faces problem whereas only 21.9 percent respondents say that because of purdah system they don't face any problem in their school. It reveals that in Muslim community there consists system of purdah which create barrier in the field of education. This finding also supports the findings of **Pathan, (1985)** which reveals that purdah system creates hindrance in the field of academic life of girls students in Muslim community.

## II) Early marriage:

**Table 8. 2. iii. Distribution of respondents by hindrance because of early marriage:**

you think early marriage is a hindrance in the field of education	Percentage of respondents N=64		
	Yes	No	Total
	64(100%)	-	64(100%)

Source : Field

Table no. 8.2.iii. show that out of 64 respondents all stated that girls face problem because of early marriage. They also stated that early marriage is still going on in their society and for this mal-practice many of their friends have to leave schools. This study reveals that early marriage is a crucial factor which creates barrier in the field of education of girl. This finding also supports the findings of **Saikia (2022)** who conducted a study on "Problems of Rural and Urban Muslim Girls in Higher Education". In this study researcher reveals that students who get married at the early age were deprived from education.

**8.3. Perception of parents towards their daughters' education:** Under this objective there are 23 items in this questionnaire which were studied to understand parents' attitudes towards their daughters in Muslim community.

### • Financial problem

**Table 8.3.i. Distribution of respondent by financial problem:**

Are you facing any financial problem in supporting education of your daughter	Percentage of respondent N=56		
	Yes	No	Total
	50(89.3%)	6(10.7%)	56(100%)

Source Field

Table no. 8.3.i. show that out of 56 respondents 89.3 % said that they faced financial problem in supporting their daughters whereas only 10.7 percent respondent stated that they didn't face any problem in supporting their daughters' education. From the analysis it can be stated that most of respondents in the selected are faced financial problem which create barrier in academic life of children . This finding also supports the findings of **Ahmed, (2016)** which reveals that poor economic condition is an important factor which create hindrance in the field of education of girl. From the analysis it is also clear that most of the parents in the selected area were illiterate and therefore they didn't help their daughters to study. They are lagging behind various educational schemes related to girls' education because of their poor attention. This finding also supports the findings of Akhtar, B., Akhtar, Z., Aslam, H. D., Z. Habib, M. B., Jalalian, M., Suleman, Q., & Yasmeen, K. (2015) who conducted a study on "Exploring the factors Affecting Girl's Education at Secondary Level: A Case of Karaka District, Pakistan". This study also reveals that illiteracy of parents and lack of parental attention creates hindrance in educating their daughters.

## 7. DISCUSSION OF THE RESULTS:

- i. **Objective 1:** Based on the analysis of the data collected it is seen that there are various home environment related problem which create barrier for Muslim girls in their education. The result of the study has shown that parent's educational qualification is a major problem for girl education in Muslim community. Family income also affects the education of the girls in Muslim community and poor family income has a direct link with students' education. From the above results it can be concluded that both home

environment related problem and personal problem are major problems for girls in education. These results were supported by the various study conducted by Akhtar, Z., Aslam, H. D., Habib, M. B., Jalalian, M., Suleman, Q., & Yasmeen, K. (2015), Anwar, F., Akbar, S., & Khan U. A. (2012), Bano, F. (2017),

- ii. **Objective 2:** Based on the analysis of the data collected it is seen that there are various school related problems for which girls face many problem in education. The result of the study has shown that due to irregularity of teachers at school girls face problem. Lack of hygienic and functional toilet facility create problem for girl in education. Teacher- student relationship plays an important role in the school if there are no good relationship between students and teachers it create problem for girls in education. These results were supported by the various study conducted by Fatema, S. (2018), Govindarajan, S. (2014), Ahmed, J. (2016), Adams and Christenson, (2000), Pathan, N. M. (1985), Ahmed, J. (2013), Anwar, F., Akbar, S., & Khan, U. A., (2012), Muhammed. R. H., & Ashokan, N. (2022).
- iii. **Objective 3:** The analysis of the data collected showed the parent's attitude toward girls' education in Muslim Community. It is seen that most of the parents in Muslim community were illiterate and they were unaware about the importance of girls' education and had a negative attitude towards the education of girls in Muslim community.

#### 8. FINDINGS OF THE STUDY : The paper has the following findings:

**Objectives no. 1:** To find out the home environment related and personal problem faced by Muslim girl in senior secondary school:

- Large family size create barrier in the field of girls education in Muslim community.
- Lack of basic facilities also create barrier in the field of girls education.
- Parental attitude create barrier in the field of girls education in Muslim community.
- Poverty is an important factor which create problem in education of girl.
- Lack of family support create barrier in the field of education of a girl.
- Lack of awareness of parents create barrier in the field of girls education.

**Objective no. 2:** To identify the school related and community related problems faced by Muslim girl in senior secondary school:

- Lack of female teacher in school is the important problem for girls in the field of education.
- Relationship of students and teacher create barrier in girls' academic field.
- Distance between school and residence is a major problem in the field of girls education.
- Parents-teachers relationship also a major barrier in girl education. Teachers irregularity create problem in girls education.
- Early marriage of girl in the Muslim community create barrier in the field of girls education
- Purdah system is an important barrier in the field of girls education
- Social taboos and prejudice are found as a problem for girls in their academic life.
- It is found that religious orthodoxy of parents create barrier in the field of girl education in Muslim community.

**Objective no. 3:** To find-out parents' attitude towards the education of their girl child at senior secondary level in Muslim community with special reference to Baksa district:

- It has been observed that in Muslim community the parents' perception is positive regarding their girls education.
- It is found that Muslim women have a rigid mindset about their daughters than male which create barrier in the field of their daughters' education.
- Most of the parents have low family income which creates barrier in the field of girls education.

#### 9. CONCLUSION:

The above finding of the field study is not so encouraging. There are lots of steps to be initiated for the development of the Muslim community particularly the women section in India. Most of the Muslims are lagging behind to achieve the literacy rate. The government has taken lots of initiatives to reduce the illiteracy

of the country and providing quality education to all including the Muslim community. But Muslims are not able to achieve cent percent literacy yet. In Muslim society particularly towards education of Muslim female there is a negative attitude and because of this they have to face many problems in attaining education. Therefore, this is very important to study the problem faced by the girls in Muslim community. The selected area for this present study was totally backward from almost all perspectives. In the selected area the researcher found that most of the Muslim parents were illiterate and they have negative mindset about their daughters. Most of the parents of that selected area want to keep their daughters at home for household activities rather than going to school. Therefore, it can be stated that this study was very important for the area to reduce the negativity of parents towards girls' education and to solve the problem which is faced by the girls in attaining education.

\*\*\*\*\*

## REFERENCES:

- Ahmed, J. (2016). *Problems and Prospects of Muslim Women's Education A Sociological Study of Poonch District of J K* [Doctoral dissertation, Aligarh Muslim University]. Shodhganga.  
<https://shodhganga.inflibnet.ac.in/handle/10603/152465>  
<https://www.researchgate.net/publication/260595581>
- Ashraf, Y., & Kumar, S. S. (2019). *Personal problem faced by Muslim girls in higher education*.  
<https://www.researchgate.net/publication/339302682>
1. <https://shodhganga.inflibnet.ac.in/handle/10603/224382>
- Biradar, M.A. (2014). Educational Status of Muslim Women in Matriarchal Families of Malabar. *International Journal of Academic Research*, 1(4), 179-182.
- Cohen, L., Menion, L., & Morrison, K. (2007). *Research methods in education*. New York: Routledge.
- Creswell, J. (2003). *Research design: Qualitative, quantitative and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: SAGE Publications.
- Deborah, B. A. (2016). *Girl child education and its challenges in kagarko and sabon girl local government school*. [dissertation]. Ahmadubello University, Zaria]
- Fatema, S. (2022). The problems of girls students attending Government secondary schools and higher Secondary schools in Patna district [Doctoral dissertation, Patna University]. Shodhganga.  
<https://shodhganga.inflibnet.ac.in/handle/10603/269981>
- Fatima, N. (2020). Muslim women education: Perspective and challenges. *International Journal of Creative Research Thoughts (IJCRT)*, 8(7), 2621-2633.
- Hazra, M. (2018). An Overview of Educational Status of Muslim Women in India. *International Journal of Innovative Studies in Sociology and Humanities (IJSSH)*, 3(6), 39-44.
- John, A., & Shinde, S. V. (2012). Educational Status of Muslim women in India. *Review of Research*, 1(6), 1-4.
- Kapil, Y., Agrahari, S., Mishra, S. (2019). Women education in rural Bihar: Issues and challenges. *Journal of emerging technologies and innovative research*, 6(6), 400-407.
- Kapur, R. (2019). Problem and educational needs of Muslim women. *ACTA scientific women's health*, 1(7), 6-15.
- Kerlinger, F.N. (1986). *Foundations of behavioral research*, (3rd ed.). New York: Holt Rinehart & Winston.
- Kothari, C. R., & Garg, G. (2019). *Research Methodology: Methods and Techniques*. New Age International Publishers.
- Koul, L. (2019). *Methodology of educational research (eds.)*. Vikas Publishing house Pvt. Ltd.
- Kumar, R. (2006). *Research Methodology (eds.)*. Delhi: Pearson Education.
- Report of the standing Committee the National Monitoring Committee for Minorities' Education (NMCME) (2013) Ministry of Human resource development Government of India.
- Saho, S. (2016). Girls education in India : Status and challenges. *International Journal of Research in Economics and Social Sciences (IJRESS)*, 6(7), 130-141.  
<https://www.researchgate.net/publication/344713737>
- Saikia, R. (2022). Problems of Rural and Urban Muslim Girls in Higher Education- A Study. *Journal of Positive School Psychology*, 6 (4), 2984 – 2991.
- Salam, N. (2018). Education of Muslim women in India: A brief discussion from past to present. *International journal of creative Research Thoughts (IJCRT)*, 6(1), 1096-1103.