

**Chapter-II**  
**Review of Literature**

## **CHAPTER-II**

### **REVIEW OF LITERATURE**

#### **2.0 INTRODUCTION**

A literature review done on any particular topic is the collection of the secondary literature done by various scholars over a period of time, which gives a researcher an outline of a particular topic. In this chapter, an effort is made to study the past literatures discussing the issues concerning the educational status of Muslims women, which ultimately has an impact over their socio-economic position in the community as a whole, and the later portion of the chapter explains the roles of various stakeholders, desired to improve the educational status of Muslim girls. In each sub themes the studies are arranged as per their year i.e., from the year 1980 to 2020.

Reviewed studies are classified as under:

- a) Studies related to Muslim girl's education.
- b) Studies related to Gender Equality and Empowerment.
- c) Studies related to Islamic Perspectives on Education of Women.
- d) Studies related to the Stakeholders in the Educational Institutions.

#### **2.1 STUDIES RELATED TO MUSLIM GIRLS' EDUCATION**

In this section twelve studies have been reviewed

**Menon (1981)** studied, "Status of Muslim women in India- A Case study of Kerala" studied educational status of Muslim women in four districts of Kerala- Calicut, Malappuram, Palghat, and Cannoneer, with the objective to find out the contribution of education in refining the social position of Muslim women in the district. Based on 1971 Census data, rural – urban stratification of the population was done; from each of the districts, using simple random sampling method 450 married women and 150 men – who were the decision makers of the family were interviewed using Interview schedule, designed separately both for men and women respondents. The simple frequency table and the chi square test and coefficient of contingency was calculated for data analysis purpose. The outcomes of research highlighted the practice of solitude among the Muslim community as the chief reason for their educational backwardness. The study finds that from the Muslim households, girls are not permitted to go outside their house, if there is no male member to escort them, thus the study further explains that because of the absence or no male members in the family as the

reason, for school drop-out of many Muslim girls as one reason and many Muslim households were against sending their daughters in the co-education institutions as another important reason for the lower educational status in the selected districts of Kerala. The study also reveals that many Muslim household were still following the outmoded customs of early marriages and thus restricting Muslim girls from getting higher education. The study points the absence of male members in the family, lack of distinct educational institutions specifically for girls and the prevalence of early marriages as the chief reason for the lower educational status of Muslim girls.

**Siddiqui (1987)**, wrote on, “Muslim Woman in transition: a social profile”, done with the main objective to look in the changes in terms of the educational attainment of Muslim women finds that the literacy level among Muslim females is less in comparison with the general women literacy rates from the rural areas. The study was done using survey method, stratifying the population in terms of their locality of residence i.e., urban and rural, and their socio-economic status.

Identifying the reason, the study points out the family condition as the responsible factors for the lower educational status, wherein the large number of respondents answered that they were not interested in education, while some others said that it is because of the lower socio- economic position of their family, they cannot receive education.

**Mondal (1997)** undertook a study on, “Educational status of Muslim: problems, prospects and priorities” in West Bengal, through field survey realities were gathered from six villages, and each village was different from other in terms of environmental setting. The study identified the educational status and the associated reasons of education among Muslims, the data of the study suggests that, only 68.22% of women were educated till primary, 27.63% were educated till secondary, whereas 3.55% of them were educated till higher secondary classes, and merely 0.75% of Muslim women were holding graduation degrees. The author says that the patriarchal structure of the society is the responsible factor, wherein the men folks of the community held the belief that, since women are never going to get in to the employment sector, it is futile wasting money in formal school education for women, they believe that the women should only be given the religious education and they should only have minimum knowledge of reading and writing.

**Begum (1999)**, study on “Education and Muslim Women”, undertaken with the objective to explore various factors responsible for educational backwardness among Muslim women

in two villages of West Bengal also points out the same point that because of the acceptability and prevalence of the belief that women's and girls' should not be permitted to go outside their homes is the responsible factor for less education among women folk of the community. The study also reveals that the strict compliance of the purdah system, the lack of acceptance from the community towards the education of girls, lack of separate educational institutions for girls, more preference of girls in the household chores rather than the education, and the practice of early marriages within the community becomes the obstacles in the way of Muslim girls.

**Chaturvedi (2004)** "Muslim Women and Development", the author scrutinizes participation of Muslim women in societal, financial, spiritual and other related developmental features. The study shows that the representation of Muslim females is genuinely very minimal at all school levels. The study emphasizes some of the important factor such as the prevalence of the belief that the girls should be taught domestic chores and should only be given Quranic education, deficiency of proper educational institutions for girls, purdah system, early marriages, and the prevalent socio- cultural views in the community thwarts the educational status of the females.

**Hasan and Menon (2005)** in five major Indian cities - Delhi, Aligarh, Calcutta, Hyderabad and Calicut, the study established the relation with the 'macro data', which was gathered by the authors by doing survey of Muslim women. The study was undertaken with the objective to detect and to bring association between the factors that determine the educational position of Muslim women in these cities, by conducting field interviews. The findings of the study reveal low educational status among Muslim women, specifying, that Muslim girls do take their enrolment in higher secondary classes but are unable to complete their education, and these Muslim girls are forced to get married at an early stage than those of boys, Muslim parents gives more importance towards the education of their son rather than their daughters.

**Pande (2006)** on education of "Muslim women and girls in the slum areas of Hyderabad", was undertaken through survey method by using interview schedule and the case study method was adopted for collecting the data. The outcome of the research depict that the enrolment of Muslim girls was found to be optimum at the primary level, but the graph i.e., the number of girl's enrolment starts decreasing in secondary and higher secondary classes, the author through the case study method said that because of the fear of getting suitable marriage partner for their daughters, the parents do not prefer to send their

daughters for higher secondary education and get them married at the early stage.

**Parveen (2009)** did a study “Exclusion of Muslim girls in School- A Participatory analysis in the district of Rampur”, with the objective to examine the causes for controlling Muslim girls to Madrasa education only, the study's research style was exploratory in nature, the survey was undertaken in the four villages of Rampur district of Uttar Pradesh. The information was gathered through conducting Focus Group Discussions on a sample size of 1300 Muslim girls studying in schools. The information gathered was analyzed qualitatively, and the results suggest that because of presence of Muslim teachers in madrasa, considering madrasa as a safe environment for girls, and because of teacher's attitude in schools, girls of the Muslim community are only restricted towards madrasa education only.

**Bhatt et, al (2011)** on, “Islam: Gender and Education: A case study of Jammu and Kashmir”, was undertaken by using secondary source of data from census 2001 and 2011 of the state of Jammu and Kashmir, in addition the supplementation of data is also done by State Digest of Statistics. The primary objective to explore the educational progress of Muslim women by comparing the situation of the earlier educational condition, with that of the current state, derived from secondary source of data. The study concluded that the educational state of women in the state of Jammu and Kashmir has shown considerable improvement as compared to the history, yet the registration of girls is found to be less, compared to the boys. The study point that though tremendous efforts are been made by the government, non- government, voluntary organization, yet large number of women in the state were illiterate.

**Waseem (2012)**, “Muslim women Education and Empowerment in Rural Aligarh” was done in order to examine Muslim women in Aligarh's socio-economic and educational situation. The findings of the study depict the freedom and empowerment of women is mainly the outcome of the socio- cultural beliefs and practices rather than the religious faith and impositions and the study also clearly reveals a direct linkage of women's involvement in decision making, their socio- economic position is related with the type and the family structure.

**Ahmed J (2016)**, undertook a study on “Problems and Prospects of Muslim women's Education: A sociological study of Poonch district of Jammu and Kashmir”, the study

adopted the exploratory and descriptive research design, with the sample size of 300 respondents, using multi stage sampling technique, from 15 villages of the district. The major focus of this research was to understand the educational position, problems, the nature of their problems, the attitudes of Muslim men towards the education of Muslim women. By using SPSS, simple frequency and cross tabulation the findings indicate, that educated parents, motivated their daughters for getting education, realizing the importance of education, the study noted noteworthy association between the educated husbands i.e the educated husbands expected their wives to be highly educated, thus this ultimately increase their age at marriage, the study also clearly brings distinction in thought process of educated and semi educated women of the district, as the educated women of the district favored co- educational institutions, whereas women's who had achieved some level of education were not willing for co- education and consider it as a harm for them.

**Hussain (2018)**The study on, "Educational status of Muslim women in India: Issues and challenges", with the intention to examine the educational position of Muslim women, to find out the issues and challenges faced by the Muslims in education, the study was based on secondary data and literature review and the findings suggested that the educational visualization of Muslims in India is still old-style, i.e Muslim community even today in the era of technological advancement do not consider education as an important change agent, they do not desire to give modern education to their daughters, rather prefer to send their daughters in Madrassa- who teach their students the syllabus which is out dated. Moreover, the study also reveals that there are few educated parents who give importance to daughter's education and aspire to give good education to their daughters, but the number of such parents is very minimal.

**Saha S (2020)** undertook a study on, "Educational Status of Muslim Women in West Bengal", with the aim of analyzing the educational advancement among Muslim women from the few blocks picked from the Nadia district, by surveying 150 households of the district, the teachers, the minority cell of the district, the survey was analyzed using simple frequency table and graphical presentation, the findings indicates that in terms of education, Muslims are far behind, there is large number of drop-out rates among Muslim girls in higher secondary classes is more due to weak financial position, girls are still subjected to early marriages and orthodox beliefs and practices pertaining to the education of girls.

### **Overview of the studies related to education of Muslim women**

Thus, from the above studies it can be inferred that the major factors for the lower educational status among Muslim community are the conservative beliefs and practices, (Menon 1981; Siddiqui 1987; Begum 1999; Chaturvedi 2004), less preference of daughter's education, (Hasan and Menon 2005), financial constraints, (Chaturvedi 2004) which are further accountable for the lower socio, economic, and cultural backwardness, (Waseem 2012) this backwardness can be eradicated from the society only through the medium of education which will bring empowerment among the females of the community. (Saha 2020)

## **2.2 STUDIES RELATED TO GENDER EQUALITY AND EMPOWERMENT**

In this section review of ten studies is undertaken

**Shah et, al (2011)**, carried out research on “A Study on Status of empowerment of Women in Jamnagar district”, with the purpose to analyze the intensity of empowerment among women, the study adopted cross sectional research methodology. The data was gathered by using open ended questionnaire on a sample size of 150 respondents from different residential location of the city. The data was analyzed using statistical method and the results convey that participation of women in education and the employment leads to increase in their participation at domestic, economic and these women are free to take decisions related to their marriage and their family planning.

**Chakraborty & Kundu (2012)**, “An Empirical analysis of women Empowerment within Muslim community in Murshidabad district of West Bengal” with the objective to represent the empirical analysis of empowerment of Muslim women. Survey method was adopted by the study, stratified random sampling was used as a sampling technique to gather the data from 150 women. Cumulative Empowerment Index and multiple linear regression technique as a method to analyze the situation and the results of this research indicate that Muslim women in the chosen district were selected for the study, are still unaware about their rights, their self- identity, and their self- esteem in the family pressure, this can be surmounted only through spreading awareness among the community and through education.

**Talukdar (2015)** studied, “Education and Empowerment of Muslim Women in West Bengal”, with the objective to find out the educational status of Muslim women, their religious roles, and Muslim women inclusion in politics. The study was carried through

descriptive study method, from the sample size of 400 Muslim women, with the help of questionnaires and interviews from the Muslim woman in Nadia district of West Bengal. The data so gathered was examined,

The study findings revealed that the process of bringing women empowerment among Muslim women is a very difficult task, as people are still facing economic scarcity in the families as a result unable to afford good education for their children, they are yet followers of the traditional beliefs and practices, which obstructs the educational progress of Muslim women.

**Shazia (2016)** studied, “Health and Empowerment: A Sociological Study of Women in Aligarh City”, with the main purpose to find out the relationship between gender equality and empowerment, the study adopted quantitative as well as qualitative research methodology, with the help of structured and unstructured interview schedules and the case study method. In order to gather data from a sample size of 300 respondents, a purposive sampling approach was introduced. The analysis was done described through calculating percentage of the responses and the findings reveal that there is lack of empowerment among women, mostly women are involved in the workforce which is considered as casual work, no job security, partial and terrible work situation and absence of any social security arrangements, because of lack of education among women.

**Barbhuyan (2017)** studied, “Problems and Prospects of Muslim women in Higher Education”, a descriptive study with 400 respondents with the main objective to find out the problems faced by Muslim women in higher education, their prospects for higher education, from those studying in higher education colleges. The data was gathered through self-structured questionnaire, and was analyzed using both structured and inferential statistics. The outcome of the research indicates that the most of the participants favored the higher education of Muslim women and said that the higher education of Muslim women will lead to social empowerment. economic self-dependence, economic empowerment, cultural empowerment, education as well as religious empowerment, however the educational status of Muslim women suffers because of various socio- cultural beliefs, practices like poverty, lack of education among parents, Psycho -fear of trailing their religious identity, the purdah system, the early marriages, the prevalence of dowry system, and other socio- cultural taboos and the conservative and orthodox mindset of people restricts the higher educational status of women.

**Imtiyaz (2017)**, studied “Women Empowerment with special reference to Indian Women”. The study objective was to find out the concurrent position of women empowerment, the empirical methodology was followed to conduct the study, & to choose the sample size of 200 respondents, a purposive sampling method was introduced. The researcher used an Empowerment scale as a research tool and the examination of the information was done by using t-test. The findings illustrate that reflecting empowerment in totality, the empowerment among working women is higher compared to non-working women, hence in order to bring about empowerment in the non-working women, who forms the larger segment of the society, only through education as a channel empowerment can be generated.

**Saba et, al (2017)**, “Education as a powerful weapon for empowering Muslim women in West Bengal”, The study assumed descriptive survey method to assess the empowerment of Muslim women belongs to the West Bengal. The data was collected from a sample of 500 Muslim women, using questionnaire as a research tool and Socio- Economic Status Scale. The assessment of the data was undertaken using statistical analysis. The study discloses that education and learning is the singular instrument, for giving strength to females to make their life at ease and giving them the power necessary for making determination about their own life, about their own issues and pertaining to decisions of people related to them.

**Biswas and Mukhopadyaya (2018)**, studied, “Marital Status and Women Empowerment in India”, The study used the “National Family Health Survey (NFHS-3) data conducted during 2005-06”, hence the secondary source of data was used, with the objective to analyze the impact of marital status on women empowerment. Empowerment Index (EI) as well as Regression Analysis was used to draw examination of the results. The outcomes of this research indicates that the achieving the goal of gender equality and empowerment by the year 2015, laid down in Millennium Development Goals, represents the miserable position of Indian women, the social and cultural factors are more responsible for the status of women in Indian context, and the marital status of women in India is one of the determinant factors of empowerment among Indian women across the communities.

A study on “Education and Empowerment of Muslim Women in the district of Murshidabad” by **Salam (2019)** undertaken to examine of the educational advancement and growth of Muslim women in the preferred district, and to find out the level of involvement of Muslim women in social, economic and political fronts. The study assumed social survey research method, by using questionnaire as research tool on the sample size of 400 Muslim

women selected through purposive sampling technique. The data was analyzed through frequency and percentages and the findings of the study indicated that 60% of Muslim women were not involved in any occupation but they were housewives, less than 20% of women in Murshidabad are in the political and economic spheres, women show no interest and involvement in the economic and political activities.

**Habib et, al (2019)** studied, “Impact of Education and Employment on Women Empowerment”. The key purpose of this research was to study the effects of women's liberation in Quetta, the study followed survey method and the information was gathered from the respondents through questionnaire as a research tool, non-probability convenient sampling method was applied to fetch the data from the sample size of 316 educated, employed and self-employed women living in Quetta. The findings of the study were analyzed using descriptive method and SPSS, the result describes that engagement of women in workforce increase their involvement in decision making process at the domestic as well as at communal stages, as it results in intensifications of women’s earning capacity which help them to have improved health and will also be able to educate their children and other family members.

### **Overview of the studies related to Gender equality and Empowerment**

In light of the above referred studies, it can be construed that the position of Muslim women in India is discouraging, (**Chakraborty & Kundu 2012; Barbhuyan 2017**) a lot of effort is needed to the change the mindset of the community, (**Chakraborty & Kundu 2012**) which even today in the era of modernization, industrialization, the community is not focusing on the empowerment of women- who forms the larger segment of the community and hence the community as a whole performs the ‘Invisible’ and ‘Marginal’ role towards the nation’s development. The studies also indicate that Muslim women do have awareness about their rights and duties, but they are controlled by their male members hence the process of bringing empowerment among women is a mission in itself. (**Imtiyaz 2017; Salam 2019**)

## 2.3 STUDIES RELATED TO ISLAMIC PERSPECTIVES ON EDUCATION OF WOMEN

In this section review of five studies is considered

**Brookfield M (2013)** undertook a study on “The Impacts of Education: A Case Study of Muslim Women in Ngaoundéré, Cameroon”, with the objective to study the impact of modern education on Muslim women in Ngaoundéré. The study adopted the qualitative research methodology, through conducting survey of 150 Muslim women residing in Ngaoundéré, the data was analyzed qualitatively by drawing inferences from the respondent’s interview.

The study findings indicates that the educational status among Muslim women is increasing in Cameroon, women are increasing their age of marriages and are attaining education, they are entering in to the workforce and are living socially, economically independent life, because of the realization among majority of Muslim community that there is no such religious obligation which constrain a female in to the four walls of the residence and prescribe the responsibility of upbringing of children only to the females.

**Galloway S (2014)** conducted a study on “The Impact of Islam as a Religion and Muslim women on Gender Equality: A Phenomenological Research Study” aimed at investigating and exploring the connotations, structures, and the spirit of the survived involvements of Muslim women while looking to gain knowledge of how Islam, as a religion, endorse gender parity through an Islamic scriptural (Kalam) background. The key intention behind this phenomenological research is to generate a comprehensive explanation of the subsisted knowledges of “Muslim women while proceeding and understanding of how Islam, as a religion, can encourage gender equality for Muslim women”. The study espoused qualitative research design framework, by gathering data through semi-structured interview, through researcher’s observations and recorded interviews of 100 Muslim women by adopting the purposive sampling technique, of selecting only women above 18 years of age. The analysis of the data gathered was done through open ended coding system by relating the responses as shared by the respondents. The findings of the study focusing on the gender equality in terms of gaining education revealed that improved and considerate understanding of Islam, as a religion, can serve as a process of updating other people of the community, the governmental and non- governmental agencies, which will be useful in improving the lives of Muslim women and will bring the educational progress, increase their participation in the workforce as well as will also increase their participation

in politics as well.

**Fauzia (2017)** in a study titled, “Right to education: status of Muslim girl children in rural Uttar Pradesh”, that according to Islam there is no discrimination between genders in terms of acquiring education, she refers the history by stating that the women in Islam have really recognized themselves through education in the past, adding to it she also narrates that Islam not only restrict on getting religious education, in- fact it does provide equality of getting knowledge and learning for both the genders. The key aim of the study was to investigate multiple reasons responsible for dropping out of school for Muslim girls and to interview Muslim girls' parents and teachers and vulnerable groups. For the purpose of data collection, this study followed survey methods from the sample size of 419 girl students and 354 girls' parents.

**Noorain (2018)** studied, “Islam on Women Education”, with the objective to study the Quranic verses on women’s education, the data were gathered from a sample of 500 respondents via a questionnaire by using purposive sampling technique from the city of Lucknow. The analysis of the data was carried through factor analysis and the findings mentions the educational inferences that Islam as religion has stressed the concept of gender equality, and has made tremendous efforts in spreading awareness among women folks pertaining to their rights, and also has given freedom to develop the individual’s personality, hence there is no restrictions on both the gender on attaining education and for development of self.

### **Overview of the studies emphasizing the Islamic perspective on education**

Review of studies focusing the Islamic perspectives on education , it can be inferred that the there are no restrictions imposed on Muslim women on gaining education,(**Fauzia 2017**) in fact the religion is very affirmative and emphasizes on participation of Muslim women inboth the education as well as in the employment sector, (**Noorain 2018**) but because of theprevalence and acceptance of the cultural and social beliefs and practices, (**Barbhuyan 2017**) is the reason for the marginalized segment of the population, hence, education is the only weapon to bring change in the community, thus it is necessary to spread correct knowledge among the masses about the religious beliefs and practices, (**Chakraborty & Kundu 2012**) hence the association and active support of all stakeholders is needed to bring transformation towards the educational status of the Muslim community and specifically for the females and girls.

## **2.4 STUDIES RELATED TO THE STAKEHOLDERS IN THE EDUCATIONAL INSTITUTIONS**

It is said that the education as a process demands mutual interaction between all the associated stakeholders such as the school administrators and executives, the parents, the government and significant others who are directly or indirectly associated with the educational institutions.

For the purpose of the current study, review of the studies is classified as under

- a) School – as an Educational Stakeholder
- b) Parents- as an Educational Stakeholder
- c) Community- as an Educational Stakeholder
- d) Government- as an Educational Stakeholder

### **2.4.1 SCHOOL AS AN EDUCATIONAL STAKEHOLDER**

For the purpose of the study, the studies in this section are categorized as under

- a) Studies related to infrastructural development in schools
- b) Studies related to the teaching quality, the professional development opportunities, incentives of teachers
- c) Studies related to the academic, social and psychological development of students

#### **2.4.1 a) STUDIES RELATED TO INFRASTRUCTURAL DEVELOPMENT IN SCHOOLS**

**In this section review of seven studies is undertaken**

**Mangipudy & Venkata, (2010)**, “The Impact of eliminating extraneous sound and Light on Student’s Achievement”, by the authors test their hypothesis on the effect on student performance by removing sound and light. The analysis was performed on the sample size of 148 secondary section students, by adopting Campbell and Stanley’s (1963) non-equivalent control group and the data was analyzed through using ANOVA test. The outcomes of the research states that the school having good infrastructural facilities will produce good outcome in comparison with the school which is poorly equipped with infrastructural facilities.

**Mylliemngap (2011)** studied “A Study of Infrastructural Facilities of Secondary Schools in Shillong Town”, with the objective to study the problems faced due to infrastructural

facilities, its effects on the performance of teachers and student's academic performance, from 10 secondary schools in Shillong, using simple random sampling methods to provide the sample size of 100 respondents. The data was collected through questionnaires and was analyzed in terms of percentage. The study findings reveal that the school are an important educational institution, it is necessary for the schools to have adequate basic as well as educational infrastructural facilities in schools such as the libraries, computer labs, science, physics, math's lab according to the subjects offered by the schools, as the infrastructural facilities in school have a significant relationship with the students' academic success as well as it also has its effect on the deliverance of teachers.

**Nepal B (2016)** studied, "Relationship Among School's Infrastructure Facilities, Learning Environment and Student's Outcome", with the objective to analyze, the association between the infrastructural facilities in school, learning atmosphere and the outcome of students. The data was gathered from a sample size of 320 respondents, from 40 secondary schools, by using questionnaire as tool for gathering the data. The data so gathered was analyzed using multi regression table. The results suggest that there is a clear association between the provision of school resources and the outcome of the student's academic achievement.

**Boruah (2017)** studied, "A Study on availability of Educational Facilities for the Teachers and the students", with the main objective to find the physical facilities available in government schools for teachers and students, the study adopted descriptive research methodology. Tabular form of data analysis was adopted for the study, to ascertain the study results gathered from the sample size of 20 government primary schools using questionnaires as a research instrument. The study reveals that the majority of the primary schools selected for the study are deficient of basic infrastructural facilities such as periphery of the school premises, head instructors' room, students' common room, proper playground etc. and these are the causative factor in the high students drop out rate in primary schooling, thus the government schools lack basic facilities in the school premises.

**Ummer and Shanmugam (2017)** studied, "A Study on Infrastructural Facilities in Schools of Kulgam District (J&K)". The aim of the research was "to examine the status of educational infrastructure facilities in the district of Kulgam. The study was conducted using multi-stage random sampling technique on the sample size of 100, and the data were examined using compound growth rate, annual growth rate and percentage". The findings

indicates that nearly 70% of the schools chosen for the study lacks educational facilities in school and considered it as important determinant for lower literacy level, moreover the school authorities only were not contended with the facilities, which affects their performance as well.

**Chaudhari N and Nagwanshee R (2019)** did “A comparative study between Rural and Urban Schools with special reference to Infrastructural facilities”, the study was undertaken with the intention, to make comparison of the availability of educational infrastructural facilities in rural and urban schools. The study followed survey method in the Annupur district of Madhya Pradesh by using questionnaire as a research tool. The descriptive way of data analysis using measures of central tendency was used for the analysis. The study's results indicate that there is a substantial association between the availability of the infrastructural facilities in school and teacher's retention.

#### **2.4.1 b) STUDIES RELATED TO THE TEACHING QUALITY, PROFESSIONAL DEVELOPMENT OPPORTUNITIES, INCENTIVES OF TEACHERS**

**In the current criteria, five studies have been reviewed**

**Alvarez (2008)** studied “The Relationship of Teacher Quality and Student Achievement in Elementary Schools from the New York City”, the analysis can be defined as a cross-sectional research sample using the survey approach, with the objective to examine how the characteristics of teachers affect the student's performance. For the analysis of data, multi-variate analysis and multiple regression analysis experiments were performed. The findings of the study suggest that there is strong association between the characteristics of teachers on students' academic results, moreover the research also points out the important fact that the educational qualification of teachers, their engagement in professional development activities also affects the student's performance.

**Lee (2013)** studied, “Professional development and Teacher's perception of Efficacy and Inclusion”, with the intention to identify association among the teacher's professional development and self-efficacy. The sample size of the study was 385 teachers from the elementary school by using purposive sampling, the data was gathered by using two different scales- Teacher's Activity Survey and Teacher's Efficacy for Inclusion survey. The data was analyzed used quantitative survey methods and the findings indicate that

professional development opportunities for the teachers are very significant in bringing the effective classroom teaching.

**Sekhar, Reddy and Nagarjuna (2014)** studied, “A Study of Teacher’s Motivation of Teachers in Relation to Certain Factors”, with an intention to find out the impact of management, locality, and qualification on the teacher’s motivation. The data required for the study was collected from 160 teachers using questionnaire as a research tool and using stratified random sampling method for selecting the sample size. Inferential statistical techniques were used to assess the data. The Study findings points out that the performance and motivation of teachers is affected by aspects such as the kind of management, the type of locality of schools and their educational qualification.

**Lawrence and Hanitha (2017)**, conducted research entitled “A Study on Teachers’ Motivational Strategy and Academic Achievement of Higher Secondary Students”. The analysis was carried out using the survey approach in order to investigate the association between teacher motivational technique and academic performance of higher secondary students. On a sample size in Kancheepuram educational district of 600 higher secondary school students studying. The research followed a basic random sampling technique for collecting the findings by using the self-made Teachers' Motivational Approach Scale and using the marks won by the students in the quarterly exams as academic achievement. For the estimation and explanation of outcomes, percentage analysis, standard deviation, mean, t-test and correlation analysis were used. The findings of the study notes that students studying in government schools are academically good compared to those studying in unaided and aided schools and there between was a strong association between motivational approach of the teacher and academic success of students.

**Baluyos (2019)** studied, “Teachers’ Job Satisfaction and Work Performance”.

A descriptive correlational study was undertaken with the objective to verify the affiliation on the teachers’ level of job satisfaction and their work performance. Statistical analysis was used for the purpose of assessing the data, which was collected from the sample 313 school teachers using questionnaire as research instrument. The research findings indicate that the work performance of the teachers is inversely affected by the head of the school, and their guidance and precisely affected by the teachers’ job security.

#### **2.4.1 c) STUDIES RELATED TO THE ACADEMIC, SOCIAL AND PSYCHOLOGICAL DEVELOPMENT OF STUDENTS**

To bring about the effectiveness of school, it is necessary to have appropriate and relevant curriculum, providing the students to develop their academic, social as well psychological skills, in this section six studies have been reviewed:

**Zigarelli (1996)** studied, “An empirical test of conclusions from effective schools”, the test included effective school variable from the past literature and was tested empirically on student’s achievement. The data was collected from the “National Educational Longitudinal” study, and the regression analysis was done on the sample size of 160 schools which indicates that the availability of qualified teachers, adequate participation and satisfaction of teachers, the contributions and the leadership ability of the school principal, maintenance of culture of consistent academic prosperity of school, Co-operative and healthier relationship among the school administration, and parents' interest in the education of their children are the important factor determining the academic development of students.

**Preetham (2008)**, studied “Co-Curricular activities, attitudes and participation of Secondary school students”, with the major objective to study student’s participation and attitudes towards co- curricular activities, data from 40 high schools in the Guntur district of Andhra Pradesh was collected, wherein, 20 students from each school were randomly selected, and the information generated was examined by using frequencies, descriptive, t- tests, ANOVA and correlations. The findings of the study suggest that through participation in co- curricular activities students gain insight of the practical problem-solving skill which brings overall development of a child.

**Annu S and Mishra S (2013)** studied “Impact of Extra- Curricular activities on students in private schools of Lucknow district”, with the primary objective of the research is to examine involvement of students in various extra- curricular activities and optimistic outcome in their performance. For the data collection, a purposeful sampling approach was used, using questionnaire as a tool from the study of 60 school-going students. Using statistical analysis, the data was analyzed and the result states that participation of children in extra-curricular activities have positive effect on student’s lives as it improves their overall behavior, school performance and also enhance their social skills.

**Rabiya (2017)** studied, “Psychological Wellbeing, Study Involvement and Academic Environment of Government and Private Secondary School Students – A Comparative Study”. The primary objective of the research is to examine the affiliation between psychological wellbeing, study immersion, academic environment, and academic achievement of the students from secondary school. The analysis was carried out on the sample size of 240 high school students selected through random sampling technique, Psychological Wellbeing scale, learning style inventory, School environment inventory, was used to collect the information, analyzed using t-test, percentage, mean and standard deviation. The study findings convey that the school atmosphere has a substantial correlation with Psychological Health and Learning Styles of students; better the environment, better will be the learning process, hence it is essential for schools to furnish unobstructed environment to assist students to work free.

**Singh, A. (2017)** undertook a study on “Effect of Co-Curricular Activities on Academic Achievement of Students”. The purpose of the research was to define the effect of extracurricular activities on the academic performance of students. Non- probability sampling method was adopted from the sample size of 100 respondents and the data was collected through checklist, the result reveals that the participation of students in extra-curricular activities have a significant relation with their academic achievements.

**Abdullah (2017)** on “The Relationship between Social Skills, Self-Esteem and Big Five Personality Factors among Children”, the aim of this study is to examine the relationship between social skills and personality variables, the data was collected from 225 school going children, by adopting “Social Skills Measure and Rosenberg Self Esteem Scale”, and the results were analyzed using descriptive parameters and statistical correlation, standard deviation. The study findings illustrate that there exists a noteworthy relationship between the social skills such as “taking criticism, showing respect, problem solving, following rights and responsibilities, and assertiveness, with the following Big Factors of Personality: Extraversion, Agreeableness, Conscientiousness, and Openness”.

### **Overview of the studies related to Schools an Educational Stakeholders**

From the above referred studies, it can be inferred that a school is an important educational stakeholder performs the role of facilitator in rendering quality education through its proper administration (**Zigarelli 1996; Rabiya 2017**), through providing the required and

appropriate infrastructural facilities (**Mangipudy 2010; Myllemngap 2011; Nepal 2016**), which not only benefits and attracts students towards the school premises, but it also helps in retention and improves performance of the teachers (**Chaudhari and Nagwanshee 2019; Sekhar et.al 2014; Baluyos 2019**). Moreover, schools by also providing developmental opportunities for the teachers, (**Lee 2013**) giving them proper incentives will motivate teachers to work and thus, they will be able to impart quality education, by adopting proper curriculum and also by encouraging students in participation in extra-curricular activities (**Preetham 2008; Annu and Mishra 2013; Singh 2017**), which bring about wholistic development of students. This further will increase the level of educational status and will also bring the school effectiveness, for instance, **Chhaya M (1998)** says in her paper, “Effective Schools”, A paper from “Contemporary Thoughts on Education”, successful schools cultivate passion for learning, critical thinking, skills for problem solving, aesthetic appreciation, curiosity and imagination, and leadership skills. For their children, parents want a full education. What is expected is that our young people become educated and educated residents who are willing to actively engage in our social and economic life and are not merely qualified employees with minimal capacity for such involvement.

#### **2.4.2 PARENTS AS AN EDUCATIONAL STAKEHOLDERS**

The next important stakeholder in the education sector after the educational institutions is the parents of the child, it is said that the best teacher of a child is the child’s parents. Before a child widens his/ her horizon towards the school, the child acquires through observation and interaction lot of new knowledge from the parents. This idea is also very much supported by various studies undertaken to address the influence of parents in child’s development, this section of the review categorizes the study as mentioned:

- a) Studies related to Socio-economic status of parents
- b) Studies related to educational status of parents
- c) Studies related to occupation of parents
- d) Studies related to attitudes of parents and their involvement in children’s education.

#### **2.4.2 a) STUDIES RELATED TO SOCIO-ECONOMIC STATUS OF PARENTS**

In this section review of seven studies are undertaken

**Sirin, (2005)**, “Socioeconomic Status and Academic Achievement: A Meta Analytic Review of Research”, the literature published during the period (1990-2000) on socio-economic status and students' academic achievements was extensively reviewed. From 74 independent samples, the sample consisted of “101,157 students, 6,871 schools, and 128 school districts. The result concluded that the socio-economic status and the educational progress of students correlate between medium and strong”.

**Muhammed A and Akanle (2008)** carried research on, “Socio-economic factors influencing students' academic performance in Nigeria”, the aim is to identify the impact of socio-economic status of the parents' on students' educational progress, the study was undertaken by a survey method, using questionnaire as a tool by choosing a sample of 120 respondents. The results were statistically analyzed and confirmed the findings that the income of parents and the academic achievement of students of secondary and junior secondary school students. The study supports the findings that the lower parental income will not be able to meet with the needs of their children's education, and which has significant impact in their classroom performance, results in lower concentration level, lower perception, lower academic performance, frustration, emotional disturbance among students, which results in their withdrawal from schools, especially because the children's educational need is not addressed by parents.

**Memon G.R, et, al (2010)**, A study on, “Impact of Parental Socio-economic status on student's educational achievements at secondary schools of District Malir, Karachi” with the primary objective of figuring out the relationship between the socio-economic condition of the parents and its effect on the academic performance of students enrolled in matriculation. The study undertaken was a descriptive study based on the empirical data, and using questionnaire as a research tool. Purposive sampling technique was used, and thus the study was undertaken with the sample size of 240 students. The data was statistically analyzed and revealed that the socio- economic position of the parents is the most unescapable factor towards the educational progress of the children, as it comprises of all the essential facilities including like electricity facility and other supporting facility in the child's residence.

**Huisman, Rani, and Smits, (2010)** in a working paper on “keeping children in school: Household and district-level determinants of school dropout in 363 districts of 30 developing countries”. In their research, they considered the role of socio-economic, cultural, and educational infrastructure characteristics in primary school enrolment, with a sample size of 70,000 children residing in 439 districts of 26 states of India. It is derived from the findings of the study that in majority of the cases (around 70%) the enrolment decision of students in the school is relied on the socio-economic position of the parents within the child’s household. The study also brought in to comparison of the residence of children living in urban areas (cities) to that of those living in rural areas, and highlights the fact that in rural areas, the decision of sending a child to school is the most decisive decision based on the socio-economic status of the parents, particularly the decision is majorly affected in cases where the number of school and the teachers in schools is less, and also if there is patriarchal dominance within the rural area, the children specially girl child will be comparatively less in number in rural schools

**Chandra R and Azimuddin S (2013)**, studied “Influence of Socio-Economic Status on Academic Achievement of Secondary School Students of Lucknow City, to analyze the socio-economic status and academic performance of parents, the data was collected from 14 secondary school students”, comprising the sample size of 614 students. The Socio-Economic Status Scale (2004) was used for the purpose of data collection, the collected data was analyzed using Karl Pearson correlation coefficient and t- test, and the results convey that the socio-economic status of parents is closely linked to students' academic success.

**Singh P and Chaudhary G (2015)**, “Impact of Socio- economic status on academic achievement of school students”, the goal is to recognize the effect of the socio-economic status of parents on the academic success of students. Using the normative survey method, the study was carried out using the Socio-Economic Status Scale on a sample of 450 respondents studying higher secondary classes. The findings of the research were analyzed using mean, standard deviation and ANOVA test, the outcome highlighted the important association between the socio-economic status of parents and their academic achievement, i.e., higher socio-economic status, higher academic performance.

**Musangu M (2017)** in the research entitled, “Parental Socio-economic Status and Academic Performance of Secondary School Students in the Western Province of Republic of Zambia”, they analyzed the association between parental income and academic success of

high school students. 500 respondents were chosen for the analysis using a basic random sampling method, questionnaires were used to gather the data and the data were analyzed using SPSS, and the findings found that the academic success of students is impacted by the socio-economic status of parents.

#### **2.4.2 b) STUDIES RELATED TO EDUCATIONAL STATUS OF PARENTS**

In this section review of five studies is undertaken

**Bhatnagar and Sharma (1992)** on, “A Study of the Relationship Between Parental Education and Academic achievement in a Semi- Rural Setting” was undertaken to find out the connection between students' parental education and academic achievement. The research was conducted in the semi-rural setting of Rajasthan with a sample size of 185 students from 9, 10, and 11 standards. Statistical analysis was used to draw findings of the study, which indicate that education of parents is a very important factor towards the academic achievement of children.

**Kaur (2011)** studied, “A study of academic achievement of school students having illiterate and literate parents”, the study was collected through a descriptive survey method on the sample size of 100 school students from government schools in Hoshiarpur district of Punjab with the aim of studying the academic progress of the students in relation to their parents' educational status. The data was collected through Personal data form and was analyzed by frequency distribution, the results said that students of literate parents were good in their academic's performance, unlike those students whose parents were illiterate.

**Vellymallay (2011)** studied, “A Study of the relationship between Indian parents' educational level and their involvement in their children's education”. The study was conducted primarily to explore the association between the educational status of Indian parents with their interest in their children's education. The study analysis was carried out on a sample size of 150 Indian students who were picked by stratified random sampling technique in Indian schools. The data was collected by using structured interview schedules and questionnaires which was assessed by using SPSS and the findings of the study noted advanced educational status of parents, the higher expectation from their children in terms of the educational achievement, parents with higher educational status inclined to implement the novel tactics in keeping their children engrossed at home and adopts ways which paves excellence in their performance at school as well. Hence the study remarks that the

educational status of parents plays an important role towards the academic achievement of children.

**Ogunshola & Adewale (2012)** observed the influence of parental socio-economic status on student academic achievement in a study entitled, “The Effects of Parental Socio-Economic Status on Academic Performance of Students in Selected Schools in Edulga of Kwara State Nigeria”. Samples from three schools in Kwara state were randomly selected, and by applying the ANOVA and t-test, the results were configured. The findings suggest that there is no association between the academic success of students and the socio-economic status of parents, but it is more affected by the educational qualification of the parent and the healthy state of mind and body of children.

**Qadri (2018)** studied, “Parental Educational Status and Academic Achievement of Students”, to investigate the association between parents' educational status and children's academic achievements at secondary level. The study adopted a survey method and used Performa as a research device to collect the data from the sample size of 500 secondary school students randomly. The data was analyzed using chi square test and percentage analysis and confirmed that the educational status of both the parents plays a very pivotal role towards the educational achievement of students as their educational influence is high on the students.

#### **2.4.2 c) STUDIES RELATED TO OCCUPATIONAL STATUS OF PARENTS**

In this section review of five studies is undertaken.

**Saifullah and Mehmood, (2011)** studied, “Effects of Socioeconomic Status on Students Achievement”, the study examines the influence of income and occupation on educational accomplishment of students, in three different colleges of Gujarat, the data was gathered using questionnaire as a tool and was analyzed through frequency percentage. The results conclude that about 60.02% of children performed well in academic, whose parents are employed in government jobs than those employed in private jobs, as the government jobs are more secure than the jobs in private sector. Another finding of the study, towards the education of mother points that about 64.5 % of students whose mothers were employed in to the government sector performed better, hence the study brings out the occupational status of both father and the mother have their immense contribution towards the education of their children.

**Rajitha (2011)** undertook a study on, “Study on the Influence of Parental Education and Occupation on the Achievement Motivation of adolescents”, with the goal of figuring out the impact of parental education on the desire of adolescents to accomplish, the study used pretested the reliability and validity scales on the sample size of 588 respondents. Variance and statistical analysis were used to derive the results, which states that the education of parents greatly influence the academic achievement, and also motivates the students.

**Faisal, (2014)** studied “Influence of Parent Socio- Economic Status on their Involvement at Home”, the study was undertaken to explore “socio economic status of parents” and their involvement at home, the data was collected from the sample size 150 students using purposive convenient method, by using questionnaire as a research tool which was analyzed using SPSS. The study supports the findings that parent’s involvement in to ‘prestigious occupation’ increase the tendency of their contribution towards their children academic performance by helping their children in day-to-day activities of school and at home. Mitigating the reason, he says that the occupation that parents are involved in to is a determinant aspect about their financial position.

**Walter (2018)** A study on “Influence of Parental Occupation and Parental income on students’ Academic performance in Public Day Secondary Schools” with the intention to find out the impact of parental occupation on the academic performance of students, the data was gathered from 210 respondents using stratified and simple random sampling technique, using questionnaire as a study tool. Using descriptive and inferential statistics, the data was analyzed. The findings constrained the fact that parental employment had a major impact on students' academic performance rather than on parents' educational background.

**Moneva, Rozado and Sollano (2019)** studied, “Parents Occupation and Students’ Self-esteem”, with the purpose to identify the association between the professional background of parents and the self-esteem of students. The study followed descriptive design to collect the data from the sample size of 245 respondents through using questionnaire as a research instrument examined through ANNOVA test. The study findings indicate that the self-esteem of students is not related with the occupational status of parents, but students with high self-esteem and good occupational status of parents will be able to use their self-esteem to chase their aspirations.

#### **2.4.2 d) STUDIES RELATED TO THE INVOLVEMENT OF PARENTS AND THE FAMILY STRUCTURE**

In this section review of four studies is undertaken

**Muthoni (2013)** studied, “Relationship Between Family Background and Academic Performance of Secondary Schools Students: A Case of Siakago Division, Mbeere North District, Kenya”, with an objective to study the connection between the size of the family and its influence on students' academic achievement.

To select the sample size of 338 participants, the study followed a stratified random sampling method and the data was collected using a questionnaire as a research tool. The students were analyzed with descriptive and inferential statistics and the results of the study show that children belonging to large families are weaker in their academic performance than those belonging to large families.

**Giri (2014)** studied, “A Comparative Study on The Academic Achievement of Secondary Level Students of Joint and Nuclear Families in Relation to their values and adjustment”. The primary objective of the research is to compare the academic performance of students belonging to joint family than those coming from the nuclear families. The study gathered its data from three districts comprising of a sample size of 585 students studying in class XII of Uttar Pradesh. The study used pretested tools for the data collection and the data was examined by applying t- test and ANOVA test, and the results of the study indicates that the students belonging to nuclear families are better in the academic performances compared to students from the joint families.

**Vijayalakshmi and Muniappan (2016)** carried a study on, “Parental Involvement and achievement of school students”, to find out the relationship between parental involvement and the achievement of students in secondary school. A cross sectional descriptive correlational research design was adopted on a sample size of 200 respondents using purposive sampling technique method. The data was collected through pretested tools and was statistical analysis was used. The findings represent the significant association between the parental interest in children's schooling and their class results.

**Prema (2016)**, studied “Parental Involvement in Relation with Academic Achievement of Progeny”, to investigate the involvement of children in education of children belonging to the age group of 11- 17 years and their academic accomplishment. The study adopted

descriptive survey method and used questionnaire to collect the data from a sample size of 92 parents selected through simple random sampling technique.

### **Overview of the studies related to Parents as an Educational stakeholders**

It can be summarized that the all the associated factors such as socio-economic condition (**Sirin 2005; Memon 2009; Chandra and Azimuddin 2013; Singh and Chaudhary 2015; Musangu 2017**), the financial position (**Muhammed & Akanle 2008**), the education of parents (**Bhatnagar & Sharma 1992; Kaur 2011; Vellymallay 2011; Rajitha 2011; Ogunshula & Adewale 2013; Qadri 2018**), the occupation (**Saifullah & Mehmood 2011; Faisal 2014; Walter 2018; Monevo et.al 2019**), the parental involvement (**Vijayalakshmi & Muniappan 2016; Prema 2016**) and the family structures (**Muthoni 2013; Giri 2014**), have its impact on the education of children. On reviewing studies, thus, it can be said that the parents are the important pillars and perform the role as an influencer in the education of children. Referring to the study conducted by **Parveen (2009-10)** titled, “Exclusion of Muslim Girls from Schools- A Participatory analysis in the district of Rampur”, it can be said that parents are the important support pillar in the education of their Muslim daughters, the girls are deprived of education because of the parental attitudes towards the education of their daughter. Not only the socio-economic background, the education, the parental occupation but their attitudes and involvements matter a lot with regard to achievement of children in general and specifically for girl child.

### **2.4.3 COMMUNITY AS AN EDUCATIONAL STAKEHOLDER**

In this section review of four studies is undertaken

**Baradei L and Amin K (2010)** in their study titled, “Community Participation in Education: A case study of the board of trustees experience in Fayoum governerate in Egypt”. An empirical study was conducted based on structured interviews by adopting purposive sampling technique on a sample size of 52 board members. The study supports that role of school is definitely very important for bringing quality education, but it is also to be recognized that the school solely will not be able to perform this function effectively, it does require the assistance of various community people to enrich students learning.

**Nirmala K and Selvi P (2012)**, as a pilot effort to include/improve community engagement

in schools to validate the best organizational environment in primary schools, an experimental study was performed in the Madurai District, in a study titled “Promoting Smart Schools with Community Participation- An Experimental Study at the Grassroots in India”, the study scrutinizes the working of the VECs (Village Educational Committees) in selected villages. The data was selected from 50 households selected through random sampling technique method. The findings of the study states that through involvement of VEC in school decision making, there was a positive change in the attitudes of people and they started owning and taking right decision for schools, which ultimately reduced the absenteeism from school of both the teachers as well as the students.

**Narwana (2015)** studied “A global approach to school education and local reality: A case study of community participation in Haryana”, with the objective to find the impact of “community participation in the school education” through qualitative research methodology and by doing field survey and case study method. The study concludes by stating that the institutions which are established to engage in the school participation are not able to justify their involvement, hence the involvement of such institutions in the school management makes no impact on the educational outcome of the students.

**Kusumaningrum et, al (2017)** studied, “Community participation in improving Educational Quality”, with the objective to find out the role of community in terms of improving educational quality, the study adopted descriptive study design by using questionnaire as a research tool and selecting a sample size of 54 public and private elementary school by using proportional group sampling technique. SPSS and correlation were used to evaluate the data collected. The findings reveal that active community involvement helps in the development of schools and towards imparting quality education.

#### **Overview of studies related to community as an Educational Stakeholder.**

The literature review in this context, specifies that the community can play an important role as the supporter for rendering quality education. Relevant community participation (**Baradei & Amin 2010**) can help the educational institutions by giving practical exposures to the related subjects and can develop a sense of ownership among community members, which will create enthusiasm and motivation among students, the parents, the staff. The community can be supportive in spreading awareness about the importance of education and can be an effective medium of spreading education, however, such studies are very limited, the studies so far reviewed focus on merely the involvement of community in school

management, and to some extent the involvement is not able to meet the objective as pointed by **Narwana (2015)**.

#### **2.4.4 GOVERNMENT AS AN EDUCATIONAL STAKEHOLDER**

In this section one review of study is undertaken

A study on “Stakeholders Perception of the Sarva Shiksha Abhiyan Effectiveness in increasing school enrolment in India **Vayaliparampil (2012)**. The objective of the study investigates in what way varied stakeholders engaged with school enrolments recognize the efficacy of the Sarva Shiksha Abhiyan in increasing school enrolment in India. The Study explores various intercessions programmes like mid- deal programme, stipend for girls, school sanitation and hygiene education, madrassa modernization, civil works, village education committee, residential hostel for girls and school supplies. The study embraced multiple case study design to conduct the research by using photovoice and semi-structured interviews on a sample size of 183 respondents, comprising of state and district officials, education officers, international NGO officers, local NGO officers, teachers, and parents. A phenomenological approach and thematic analysis were employed to analyze the data. The findings of the study suggest that Mid-day Meal programme is more effective intervention. It was also stated that obstacles in executing the Sarva Shiksha Abhiyan were the misuse of funds, mishandling of school facilities and the inadequacy of personnel, moreover the programme was unproductive in addressing secondary school enrolment challenges of loss of income, deprived quality of schooling and the safety of girls.

#### **Overview of the study related to government as an educational stakeholder.**

From the above referred study, it can be inferred that the government in Indian context, both central as well as the state plays a very significant role through implementing programmes and schemes, however the effective implementation is a result of lack of accomplishment of levied schemes and programmes. There are various other varied schemes and programmes laid down by the central government to raise the educational status of girls and specifically of Muslim girls, there is a need to focus on the accomplishments of the objectives of the levied programmes as well, however, such studies are very few.

## **Summary of the Reviewed Studies**

### **Studies related to the education of Muslim girls**

Menon (1981)- Solitudes, traditional customs. absence of male members in the family, lack of distinct educational institutions specifically for girls.

Siddiqui- (1987) – Socio- economic position, Family condition are responsible factors for the lower educational status among Muslim community.

Mondal- (1997)- Patriarchal family structure, Emphasis towards religious education only.

Begum (1999)- Strict compliance of the purdah system, the lack of acceptance from the community towards the education of girls, lack of separate educational institutions for girls, more preference of girls in the household chores rather than the education, and the practice of early marriages.

Chaturvedi (2004) – Emphasis on domestic chores and preference for Quranic education, deficiency of proper educational institutions for girls, purdah system, early marriages, and the prevalent socio- cultural views in the community thwarts the educational status of the females.

Hasan and Menon (2005)- Early marriages and preference of education of boys rather than girls.

Pande (2006)- Fear of getting suitable marriage partner for their daughters.

Parveen (2009-10) - Considering madrassa as a safe environment for girls, and because of teacher's attitude in schools, girls of the Muslim community are only restricted towards madrassa education only.

Bhatt (2011)- Irrespective of tremendous efforts are been made by the government, non-government, voluntary organization, yet large number of women in the state were illiterate.

Waseem (2012)- Women's involvement in decision making, their socio- economic positionis related with the type and the family structure.

Ahmed (2016)- Distinction in the thought process of educated and semi educated Muslim women, former preferred co-education for their daughters and the later considered co-education as a harm for their daughters.

Hussain (2018)- Highlights the differences between the educated and uneducated parents, former prefer only Madrassa education for their girls whereas later preferred higher education for their daughters.

Saha (2020)- Because of weak financial position, girls are still subjected to early marriages and orthodox beliefs and practices restrict education of Muslim girls.

From the entire summary, it can be said that overall, from 1981 to 2020, situation of Muslim girls has not changed much concerns more or less remains same throughout this period of time.

### **Studies related to Gender Equality and Empowerment**

Shah et, al (2011)- Participation of women in education and the employment leads to increase in their participation at domestic, economic and these women are free to take decisions related to their marriage and their family planning.

Kundu and Chakraborty (2012)- Muslim women are still unaware about their rights, their self- identity, and their self- esteem in the family pressure.

Talukdar (2015)- People are still facing economic scarcity in the families and yet are followers of the traditional beliefs and practices, which obstructs the educational progress of Muslim women.

Shazia (2016)- Women are involved in the workforce which is a casual work, no job security, partial and terrible work situation and absence of any social security arrangements.

Barbhuyan (2017)- Socio- cultural beliefs, practices like poverty, lack of education among parents, Psycho -fear of trailing their religious identity, the purdah system, the early marriages, the prevalence of dowry system, and other socio- cultural taboos and the conservative and orthodox mindset of people restricts the education, however women had recognition that education will bring empowerment at all levels.

Imtiyaz (2017)- Empowerment among working women is higher compared to non-working women.

Saba et, al (2017)- Education and learning is the singular instrument, for giving strength to females to make their life at ease and giving them the power necessary for making determination about their own life.

Biswas and Mukhopadhyaya (2018)- Marital status of women in India is one of the determinant factors of empowerment among Indian women across the communities.

Salam (2019)- Women show no interest and involvement in the economic and political activities.

Habib et, al (2019)- Engagement of women in workforce increase their involvement in decision making process at the domestic as well as at communal stages.

From the summary, it can be said that participation of women in the employment sector without education will lead to their vulnerability. In domestic sector also women are not involved in decision making.

## **Studies related to Islamic perspectives on Education of Muslim girls**

Brookfield M (2013)- Realization among majority of Muslim community that there is no such religious obligation which constrain a female in to the four walls of the residence and prescribe the responsibility of upbringing of children only to the females, hence there is increase in education level as well as increase in the marital age.

Galloway S (2014)- Improved and considerate understanding of Islam, as a religion, can serve as a process of updating other people of the community, the governmental and non-governmental agencies, which will be useful in improving the lives of Muslim women and will bring the educational progress, increase their participation in the workforce as well as in politics.

Fauzia (2017)- Islam not only restrict on getting religious education, in- fact it does provide equality of getting knowledge and learning for both the genders.

Noorain (2018)- Islam as religion has stressed the concept of gender equality, and has made tremendous efforts in spreading awareness among women folks pertaining to their rights, and also has given freedom to develop the individual's personality.

From the summary, it can be said that Islamic perspective does not deny education of women. It does not constrain women in four walls.

## **Studies related to School as an Educational Stakeholder.**

Mangipudy & Venkata, (2010)- School having good infrastructural facilities will produce good outcome in comparison with the school which is poorly equipped with infrastructural facilities.

Mylliemngap (2011)-Infrastructural facilities in school have a significant connection with the students' academic success as well as it also has its effect on the deliverance of teachers.

Nepal B (2016)- Strong relationship between the availability of infrastructural facilities in school with the outcome of the student's performance.

Boruah (2017)- Lack of basic facilities in school is the major drop-out reason among schools which is higher in government schools.

Ummer and Shanmugam (2017)- Lack of proper facilities in school in schools are teachers are also not satisfied with the facilities which affects their performance as well.

Chaudhari N and Nagwanshee R (2019)- Significant relationship between the availability of the infrastructural facilities in school and teacher's retention.

Alvarez (2008)- Strong association between the characteristics of teachers on the student

academic results, teachers' professional qualifications, their engagement in professional development activities effect the student's performance.

Lee (2013)- Professional development opportunities for the teachers are very significant in bringing the effective classroom teaching.

Sekhar, Reddy and Nagarjuna (2014) - Performance and motivation of teachers is affected by factors like the type of management, the type of locality of schools and their educational qualification.

Lawrence and Hanitha (2017)- Students studying in government schools are academically good compared to those studying in unaided and aided schools and there between was a strong association between the motivational approach of the teacher and academic success of students.

Baluyos (2019)- Work performance of the teachers is contrariwise affected by the head of the school, and their guidance and precisely affected by the teachers' job security.

Zigarelli (1996)- Availability of qualified teachers, adequate participation and satisfaction of teachers, the contributions and the leadership ability of the school principal, maintenance of culture of consistent academic prosperity of school, Co-operative and healthier relationship among the school administration, and participation of parents in their children's education are the important factor determining the academic development of students.

Preetham (2008)- Through participation in co- curricular activities students gain insight of the practical problem-solving skill which brings overall development of a child.

Rabiya (2017)- School atmosphere has a substantial correlation with Psychological Health and Learning Styles of students.

Annu S and Mishra S (2013)- Participation of children in extra-curricular activities have positive effect on student's lives as it improves their overall behavior, school performance and also enhance their social skills.

Singh, A. (2017)- Participation of students in extra- curricular activities have a significant relation with their academic achievements.

Abdullah (2017)- A remarkable interaction between social skills such as critique, appreciation, problem solving, rights and obligations, and assertiveness with the following Major Personality Factors: extraversion, compatibility, sensitivity, and transparency.

From the summary of the reviewed studies, it can be said that school, principal, teachers, infrastructural facilities within the school premises and amenities like playground, library, and laboratory play a vital role in retention of students in school.

### **Studies related to Parents as an Educational Stakeholders**

Sirin, (2005)-Strong correlation between the socio-economic status and the educational progress of students.

Muhammed A and Akanle O (2008)- Lower parental income, results in lower concentration level, lower perception, lower academic performance, frustration, emotional disturbance among students, which results in their withdrawal from schools, especially because the children's educational need is not addressed by parents.

Memon G.R, et, al (2009)-Socio- economic position of the parents is the most unescapable factor towards the educational progress of the children.

Huisman, Rani, and Smits, (2010)- Socio- economic status of parents and patriarchal family structure are the important determinant in school enrolment of students.

Chandra R and Azimuddin S (2013)- The socio-economic status of parents is closely linked to students' academic success.

Singh P and Chaudhary G (2015)- The socio-economic status of parents and their academic achievement are essential correlations, i.e., higher socio-economic status, higher academic achievement.

Musangu M (2017)- The socio-economic status of parents influences the academic success of students.

Bhatnagar and Sharma (1992)- Education of parents is a very important factor towards the academic achievement of children.

Kaur (2011)- Compared to those students whose parents were illiterate, the students of literate parents were good at their academic success.

Vellymallay (2011)- The educational status of parents plays an important role towards the academic achievement of children.

Ogunshola& Adewale (2012)- No relation on academic success of students and the socio-economic position of parents, but it is more influenced by the parent's educational qualification and children's healthier state of mind and body.

Qadri (2018)- Educational status of both the parents plays a very pivotal role towards the educational achievement of students as their educational influence is high on the students.

Saifullah and Mehmood, (2011)- Occupational status of both father and the mother have their immense contribution towards the education of their children.

Rajitha (2011)- Education of parents greatly influence the academic achievement, and also motivates the students.

Faisal, (2014)- Parent's involvement in to 'prestigious occupation' increase the tendency of

their contribution towards their children academic performance.

Walter (2018)- The academic achievement of students has been greatly impacted by parental jobs rather than the educational history of parents.

Moneva, Rozado and Sollano (2019)-Students with high self-esteem and good occupational status of parents will be able to use their self-esteem to chase their aspirations.

Muthoni (2013)- Children belonging to the large families are weak in their academic performances than those belonging to the large families.

Giri (2014)- Students belonging to nuclear families are better in the academic performances compared to students from the joint families.

Vijayalakshmi and Muniappan (2016)- The powerful correlation between parental participation in children's education and their success in the classroom.

Prema (2016)- Significant relationship between the parental involvement and the academic accomplishment of students.

Thus, from the summary of the reviewed studies, it can be said that Parents and their education play a vital role in the academic performance of the students.

### **Studies related to Community as an Educational Stakeholder**

Baradei L and Amin K (2010)- School is definitely very important for bringing quality education, but it is also to be recognized that the school solely will not be able to perform this function effectively, it does require the assistance of various community people to enrich students learning.

Nirmala K and Selvi P (2012)- Through involvement of VEC (Village Education Committees) in school decision making, there was a positive change in the attitudes of people and they started owning and taking right decision for schools, which ultimately reduced the absenteeism from school of both the teachers as well as the students.

Narwana (2015)- The Institutions which are established to engage in the school participation are not able to justify their involvement, hence there is no point of their involvement.

Kusumaningrum et, al (2017)- Active community involvement helps in the development of schools and towards imparting quality education.

From the reviewed summary it can be said that community people motivate, enrich and bring positive change in students in imparting quality education.

### **Studies related to Government as an Educational Stakeholders**

Vayaliparampil (2012)- Mid-day Meal programme is more effective intervention. In executing the Sarva Shiksha Abhiyan, major hurdles were the misuse of funds, mishandling of school facilities and the inadequacy of personnel, moreover the programme was unproductive in addressing secondary school enrolment challenges of loss of income, deprived quality of schooling and the safety of girls.

**Table:2.0 Gap Analysis of Literature review Studies**

Area	Studies from ROL	Study Findings
Studies related to the education of Muslim Woman	Mondal 1997	<p>The study points the data on the educational level of males and females in the area of the study and highlights the belief that the women should only be given the religious education and they should only have minimum knowledge of reading and writing.</p> <p><b>Gap:</b> The study is not providing the data on how many women are accepting this patriarchal belief and supporting this belief within the community.</p>
Studies related to the education of Muslim Woman	Begum 1999 Chaturvedi 2004;	<p>The studies highlight social and cultural factors responsible for the lower educational status among Muslim community.</p> <p><b>Gap:</b> The studies lack to take in to consideration economic factors.</p>
Studies related to the education of Muslim Woman	Hasan and Menon 2005 Pande 2006	<p>The study was undertaken to explore the educational position of Muslim women in metro cities.</p> <p><b>Gap:</b> The comprehensive aspect like the socio-economic position, their occupational level is not taken in to consideration, which is one of the detrimental factors</p>
Studies related to the education of Muslim Woman	Parveen 2009	<p>The study finds that because of presence of Muslim female teachers in madrassa, they are only restricted towards madrassa education only</p> <p><b>Gap:</b> The study lacks exploration of the availability and accessibility of educational</p>

		institutions in the area covered under the study
Studies related to Gender Equality and Empowerment	Imtiyaz (2017)	<p>The study brings out the comparative view of level of empowerment among working and Non-working Muslim women.</p> <p><b>Gap:</b> The study lack clarity in reflecting the correct picture i.e to say that which is the most influential area of women empowerment in Social, cultural and political contribution among women.</p>
Studies related to infrastructural facilities in schools	Mangi pudy and Vankata (2010)	<p>The study looks from the perspective of the principals and higher secondary school teachers, and finds that the availability of infrastructural facilities impacts the school enrollment.</p> <p><b>Gap:</b> The study takes in to account only the school authorities as stakeholder, but parents are the important stakeholder and they are the decision makers to enroll their child in school, which is not taken in to consideration in the study.</p>
Studies Related to Infrastructural Facilities In Schools	Boruah (2017)	<p>The study says that parent's socio- economic condition of the parents and lack of community support is a reason for drop-out</p> <p><b>Gap:</b> This study only focuses from the parents as stakeholders, other stakeholders such as schools, the teachers are also important stakeholder, which is not considered in the study.</p>

<p>Studies related to the teaching quality, professional development opportunities, and job satisfaction of teachers</p>	<p>Alvarez (2008); Lee (2013); Sekhar, Reddy and Nagarjuna (2014); Lawrence and Hanitha (2017); Baluyos (2019)</p>	<p>The studies reflect findings from the viewpoint of teachers in infrastructural facility, the opportunities for their growth and development and their job satisfaction.</p> <p><b>Gap:</b> The above studies in these domains only cover the viewpoint of teachers, other stakeholders like school management, the governmental support and initiatives for teachers is not considered under the studies.</p>
<p>Studies related to the development of students</p>	<p>Zigarelli (1996) Preetham (2008), Annu S and Mishra S (2013)</p>	<p>The studies highlight the extracurricular activities planned and organized by the students have between participation of students in extracurricular activities and their academic progress.</p> <p><b>Gap:</b> The studies only focus on extracurricular activities like organizing competitions, enhancing sports participation among students, but none of these studies describes the activities that can be taken up by the school to retain children from school dropout.</p>
<p>Studies related to the socio-economic status of Parents</p>	<p>Sirin (2005); Muhammed A and Akanle (2008); Memon G.R, et, al (2009); Huisman, Rani and Smit (2010); Chandra R and Azimuddin S (2013); Singh P and Chaudhary G</p>	<p>All the studies highlight the impact of socio-economic status of parents and the academic performance and enrolment of students.</p> <p><b>Gap:</b> All the studies undertaken only focus about the socio-economic status of parents and lacks consideration about aspects like occupation, educational qualification of parents which are also important factors towards the educational progress of children.</p>

	(2015); Musangu M (2017)	
Studies related to educational status of parents	Bhatnagar and Sharma (1992); Kaur 2011; Vellymallay 2011; Qadri 2018	The studies reflect the educational status of parents, their involvement in education of children and the academic success of their children.  <b>Gap:</b> The studies only consider the educational status, the occupational status of the parents, which is one of the very vital factors in determining the enrolment of a child in school is not looked in to.

## 2.5 RATIONALE OF THE STUDY

The literature review points out the factors such as weaker socio-economic position of the family (**Siddiqui-(1987)**), preference of giving importance to religious education rather than contemporary education (**Mondal (1997)**, **Chaturvedi (2004)**), the patriarchal family structure of the family (**Mondal (1997)**, **Begum (1999)**, **Hasan and Menon (2005)**, **Waseem (2012)**), fear of getting suitable marriage partner (**Pande (2006)**); prevalence of tradition beliefs and practices ( **Begum (1999)**, **Chaturvedi (2009)**, **Hasan and Menon (2005)**, **Hussain (2018)** **Saha (2020)**), parents prefer not to send their daughters in coeducational institutions (**Ahmed (2016)**).

The studies by (**Bhatt, et, (2011)**), depicts that irrespective of the governmental efforts to improve the status, Muslim women are still educationally deprived and because of educational deprivation, the Muslim women are weak in empowerment at all domains (**Kundu and Chakraborty (2012)**, **Salam (2019)**). Women and girls from the Muslim community- one of the largest minorities in the nation according to Ministry of Minority Affairs are considered as a probable substance for the progress of the community (**Jain 1988**). In order to pave the way towards a comprehensive development of the nation, the ultimate importance should be given to provide developmental opportunities, which subsequently shall be beneficial in changing the attitudes and mindset of the community (**Chaturvedi 2003**)

The census data till 2011, it can be said that the number of school enrolment has increased over a period of time, but to keep the demand of the hour, not the quantity but the quality of education also has to be improved, this demands the active collaboration and associations of the various educational stakeholders - the previous highlights the reasons and not the role and contribution of stakeholders in education in totality.

Thereby, to have an improved vision and understanding of the subject of education among Muslim girls in India, in accordance with the role played by the associated stakeholders in the education detailed studies need to be undertaken at local level

Hence, precisely for these motives, the present study identifies the Muslim

Managed Schools offering higher secondary education in Vadodara City and around, the principals of the Muslim managed schools, the higher secondary school teachers, Muslim girls studying in higher secondary classes, and the parents of Muslim girls studying in higher secondary classes as important stakeholders associated towards the education of Muslim girls.

## **2.5 IMPLICATIONS FOR THE STUDY**

### **2.6**

The problem of higher educational status among Muslims in India is a matter of concern since 1896. The subject is deeply studied, published from time to time by various academicians, the educationist and other optimistic thinkers of the community. The law makers are also not behind in addressing the grave concern, the government has also provided notable recommendations in five- year plans and setting up special committee- Sacchar committee- established with an intention to provide resolutions for the inclusive development of the largest minority- Muslims in the country.

Addressing towards the recommendations and inclusiveness of the Muslim community and specifically for the Muslim girls, many initiatives are undertaken by the stakeholders such as establishing the schools, spreading the awareness on importance of higher education among Muslim girls. The literature review- the studies undertaken by ((**Siddiqui 1987**); (**Mondal (1997)**); (**Begum 1999**); (**Chaturvedi 2004**); (**Hasan and Menon 2005**); (**Pande2006**); (**Waseem 2012**)) highlighted various socio-economic factors responsible for lower higher educational status prevalent among Muslim community. On the other hand, the studies by ((**Imtiyaz 2017**), **Saba et, al (2017)**), focused that the change can only brought through the medium of education. The above-mentioned researches have implied the researcher to find out the educational status among Muslim girls studying in secondary as well as in higher secondary classes of Vadodara city. This gave an insight of fetching the data from the Muslim managed schools- the initiatives of the stakeholder of the community to address the issue of lower educational status of the community.

Further, the researches highlighting the contribution of the stakeholders like availability and accessibility of educational infrastructural facilities in school

undertaken by ((**Mangipudy & Venkata, (2010); Myllemngap (2011); Nepal B (2016); Boruah (2017)**)); quality of teachers and related aspects highlighted by (**Alvarez (2008); Chaudhari N and Nagwanshee R (2019)**); opportunities for teacher's development by (**Zigarelli (1996); Lee (2013); Sekhar, Reddy and Nagarjuna (2014)**). The above-mentioned researches gave an implication to the researcher to find out the role of school- Muslim Managed schools of Vadodara city to explore their contribution as an educational stakeholder towards the education of Muslim girls.

Identifying another notable stakeholder – Parents of the Muslim girls studying in higher secondary classes, the studies by (**Sirin, (2005); Muhammed A and Akanle O (2008); Memon G.R, et, al (2009); Huisman, Rani, and Smits (2010); Chandra R and Azimuddin S (2013); Singh P and Chaudhary G (2015); Musangu M (2017)**) mentioned the socio-economic status of the parents and its relevance with the educational status of children. The studies by (**Bhatnagar and Sharma (1992); Kaur (2011); Vellymallay (2011); Ogunshola & Adewale (2012); Qadri (2018)**) highlighted the relevance of educational qualification of parents with the education of children. Moreover, the studies by (**Saifullah and Mehmood, (2011); Faisal, (2014); Walter (2018); Moneva, Rozado and Sollano (2019)**) focused on relation of occupational status of parents with the educational status of children. Similarly, the studies by (**Muthoni (2013); Giri (2014)**) focused on the type of family and studies by (**Vijayalakshmi and Muniappan (2016); Prema (2016)**) related involvement of parents in the education of their children. The above- mentioned researches gave an implication to explore the role of the parents of the Muslim girls studying in higher secondary classes of the schools selected for the study and to explore their home environment as well.

The studies by (**Baradei L and Amin K (2010); Nirmala K and Selvi P (2012); Kusumaningrum et, al (2017)**) focused the importance of community in the process of imparting quality education. This gave an implication to the researcher to find out the role of the Muslim community, towards the higher educational status among Muslim community.

Identifying the efforts of the law makers- the government, which plays an active role in taking up effective measures for the inclusion of Muslim community, through various scholarships programmes and schemes gave an implication to the researcher to find out the level of awareness among the community pertaining to the levied schemes and its beneficiaries.

Thus, considering the base of statistical data of Census 2011. AISHE 2018-19 data and the literature review mentioned implied the researcher to design the study.