



STUDY HOURS OF MUSLIM STUDENTS IN MANIPUR (INDIA)

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ABSTRACT

The present study attempted to assess the size of the largest and the smallest shares of the Muslim Students on the study time for out of school in the category wise. Further, attempts were also made to assess their average study hours on the overall basis and the categories-wise the highest and the lowest. The study was conducted in the four Muslim inhabited valley districts of Manipur. A self-developed questionnaire was used for data collection. Altogether, 642 Muslim students who were studying in class IX to XII (Male-340, Female-302) participated in the study and they were selected through the stratified random sampling. The data collected were analysed quantitatively with the use of statistical package for social science (SPSS). Figure (%) and tables were used to present the results of finding. Findings of the present study suggested that the size of the largest shares in the categories of Muslim students on the study hours were ranged from 17.9% to 57.3% and for the smallest shares it ranged from 9.8% to 43.6%. The average study hours on the overall basis of the categories was found below 4 hours (mean = 3.52, SD = 1.78). No significant differences were found among the categories-wise average study hours of the Muslim students in Manipur.

Key Words :Economic, Educational status,Muslim, Occupation,Student and Teacher.



INTRODUCTION

The Muslim of Manipur is locally known as “Meitei-Pangals” historically they came to Manipur in different periods. Muslims of Manipur whose one of the three major ethnic groups to have been migrated from Sylhet (now in Bangladesh) for the first time in 1564 during the reign of King Mungyamba. The number of persons was only three and they were known as “Aribam” and also the oldest settlers who were brought forcibly as captured by the king of Manipur in order to manufacture guns (Khan, 1972). And after a long time, after getting defeated the invasion of the combined force of the then king of Cachar and the king of Taraph (Sylhet) in the hands of Manipur troops and Muslim warriors numbering about 1000 including their commander with 30 Elephant and 1000 guns become war captives (Parat&Nalini, 2012). In the course of time, the king of Manipur allowed them to settle permanently in the valley areas of Manipur and they had also been given Manipuri Women.

Now the Muslim community is one of the largest minority communities in the state which constitutes 8.29% of the total population of Manipur. At present, the community belongs to the classified social group of the Other Backward Classes (OBCs) of Manipur. The majority of them are mainly engaged either in agriculture and its allied activities or in small scale industries or other small business or household chores. Sachar committee Report (2006) had pointed out that poverty to be the major barrier to education amongst Muslims as young children are expected to support their family rather than to study. Economic problems faced by the Muslim students in the state are very much common and are much more difficult to overcome because their parents are not with higher educational background.

The report on Socio-Economic Survey of Meitei Pangals (Manipuri Muslims) 2004 has brought out the backwardness faced by the Muslims of Manipur in many aspects. The literacy rate of the Muslim of Manipur in census, 2001 was 58.6 % as against Manipur state’s literacy rate of 70.5 %. The literacy rates for male and female Muslims were 75.0% and 41.6% respectively as against the states rate of 80.3% and 60.5%. The report revealed that as many as 26% of the Muslim students in the age group of 5-14 years discontinued or drop-out due to heavy pressure of household activities and 21% of them could not continue their studies for economic reasons. The learning of professional skills and the new technology is not very satisfactory among the Muslims of Manipur. Again the adult education among them in both male and female is also significantly lacking. About economic scenario the report shows the share of Muslim workers to total state workers was 7.42% in 2001 census where the percentage of workers to the Muslim population was 36.75% against 43.62 % of the state’s percentage of workers to total population. The survey found that as many as 71.31% of the total Muslim of Manipur were outside the labour force if only the principal usual activity status is considered.

The purpose of examining the largest and the smallest shares of Muslim students on the per day study time is for determining the section of them with their study time in hours and the type of assistance that they may need. The assistance might be in the form of coaching or providing scholarship to the minority students and vocational training for the parents who were unskilled and low economic status, and counselling for them who do not aware about the education of their children.

The present study attempted to assess the size of the largest and the smallest shares of the Manipuri Muslim students on the study time out of school in the category wise for each of the



categories of fathers' occupation; getting suggestions of teacher before exams; having proper facility for study at home; and facing problem in school. And to examine whether the increase in study time decrease the relation with teacher. Further, attempts were also made to assess their average study time per day in hours on the over-all basis and the category wise the highest and the lowest for the categories of district, class, fathers' education and fathers' occupation. The findings of the present study may be of value of planners, policy makers, teachers and other stakeholders in taking up the appropriate measures for the welfare of minority Muslim students.

OBJECTIVES

1. To assess the size of the largest and the smallest shares of the Manipuri Muslim students on the study time in hours available at their homes in category wise.
2. To assess the average study hours on the overall basis and the category-wise the highest and the lowest of it.

METHOD

Sample

Out of the population of 3209 Muslim students who were enrolled in class IX to XII in the session 2008-09, a total of 642 Muslim students participated in the study. The sample Muslim students were selected through the stratified random sampling from the population enrolled in the high and higher secondary schools in Manipur.

Material

For the purpose of studying the Muslim students on the study hours available at their homes, the investigator has developed a questionnaire. The questionnaire consisted of 28 items item relating to the problem. The items were related to each other concerning the per day study time out of school in hours, engaged in work, the proper facility of study at home and problem facing in the school.

Exclusive Criteria

Those Muslim students who were studying above class XII and below IX had been excluded from purview of the study. The Muslim students who were studying outside Manipur have also been excluded from the study.

PROCEDURE

The investigator had personally visited either school or home of the Muslim students under study in all the existing Muslim inhabited areas in the four valley districts in Manipur. The questionnaire was administered to each respondent Muslim student. All the respondents extended their co-operation to the investigator during the course of field work. The data were collected during the month of February, 2008 to March, 2009.

DATA ANALYSIS

The data of the study were analysed quantitatively and interpreted in terms of percentage using mean and standard deviation, wherever necessary using software package for social science (SPSS).



RESULTS

Table - 1: Study hours and fathers’ occupation

Particulars of Fathers’ occupation	Study Hours						Total (%)
	1	2	3	4	5	6	
Agriculture	39 (19.7)	33 (16.7)	25 (12.6)	26 (13.1)	37 (18.7)	38 (19.2)	198 (30.84)
Household Based	25 (17.2)	26 (17.9)	19 (13.1)	24 (16.6)	22 (15.2)	29 (14.6)	145 (22.58)
Office/Professional/Teacher	19 (21.1)	10 (11.1)	15 (16.7)	15 (16.7)	16 (17.8)	15 (10.34)	90 (14.01)
Daily wage	29 (18.8)	29 (18.8)	26 (16.9)	18 (11.7)	22 (14.3)	30 (19.5)	154 (23.99)
Manager/IT/Bank/NGO/Industry	9 (16.4)	5 (9.1)	9 (16.4)	6 (10.9)	16 (29.1)	10 (18.2)	55 (8.57)
Total	121 (18.85)	103 (16.04)	94 (14.64)	89 (13.86)	113 (17.60)	122 (19.0)	642 (100.0)

Figures in the parentheses are percentage

The above table indicates that among the fathers’ occupation, the largest share of the students on the study hours for agriculture is observed to be at 19.7% in 1 hour and the smallest share 12.6% of then in 3 hours respectively. In the case of the occupation of householdbased, the largest share (17.9) in observed in 2 hours and the smallest (13.1%) in 3 hours. For the occupations of Office/Professional/Teachers, the largest share to be at 21.1 % in 1 hour and the smallest 10.34 % in 6 hours were observed. Regarding the fathers’ occupation of daily wage earners, the largest share (19.5%) in 6 hours and the smallest share (11.7%) in 4 hours were observed. In the case of the fathers’ occupation Manager/IT/Bank/NGO/Industry the largest share among them was observed to be at 29.1% in 5 hours and the smallest share at 9.1 % in 2 hours respectively.

The indicated that among the fathers’ occupations the largest share (29.1%) in 5 hours as compared to other occupations was found in theoccupation Manager/IT/Bank/Industry and followed by the occupation of agriculture (19.7%) in 1 hour. The smallest share (9.1) was found in 2 hours with respect to fathers’ occupation Manager/IT/Bank/NGO/Industry and which was followed closely by the occupation office/professional/teacher with 10.34 % in 6 hours.

The data further revealed that among the study hours for the occupation Manager/IT/Bank/NGO/Industry, the largest share (29.1 %) was found in 5 hours and which was followed by 18.2 % in 6 hours. For the fathers’ occupation Office/Professional/Teacher, the largest 21.1 % was found in 1 hour and was followed by 17.8 % in 5 hours and 16.7 % in 3 and 4 hours.

On the other hand, in the case of the fathers’ occupation, agriculture the largest share (19.7 %) was found in 1 hour, for household based it was 17.9 % in 2 hours and for daily wage earners, it was 19.5 in 6 hours which was followed by 18.8 % in both 1 and 2 hours. Thus it can be interpreted that except few ones size of the Muslim students on the higher study hours was found among them with the higher occupational background of their fathers. And the largest shares of them for lowest study hour are found among the Muslim students with lower occupational backgrounds of their fathers.



Table – 2 : Study hours and suggestions of teacher before exam.

Suggestions of teacher before examination	Study Hours												Total
	1hr	%	2hr	%	3hr	%	4hr	%	5hr	%	6hr	%	
Sometimes	47	20.8	32	14.2	23	10.2	37	16.4	39	17.3	48	21.2	226
Often	31	15.0	38	18.4	37	17.9	30	14.5	36	17.4	35	16.9	207
Never	43	20.6	33	15.8	34	16.3	22	10.5	38	18.2	39	18.7	209
Total	121	18.8	103	16.0	94	14.6	89	13.9	113	17.6	122	19.0	642

Source : Field Survey.

From Table – 2 , it is observed that the Muslim students who got suggestions of their teacher before exam for sometimes, the largest share (21.2 %) in 6 hours and the smallest share (10.2 %n) in 3 hours respectively. In the case of them who got suggestions of their teacher very often before exam, the largest share was observed to be 18.4 % in 2 hours and the smallest (14.5) in 4 hours. For them who never get the suggestion of the teacher before exam, the largest share (20.6%) was observed in 1 hour and the smallest share (10.5%) in 4 hours.

The data revealed that among the three groups of Muslim Students under this category, the largest share (21.2 %) was found in 6 hours with respect to those who got the suggestions before as compared to other groups and which was followed by 20.8% in 1 hour in the same group. The smallest share (10.2 %) was found in 3 hours with respect to the group of those who got suggestion of the teacher before exam sometime which was followed closely by them who never get it (10.5 %) in 4 hours. In view of the above data, it can be interpreted that there were no significant difference in the sizes of the shares among the groups of Muslim Students under this Category.

Table- 3: Study hours and proper facility for study at home

study hours	proper facility for study at home		Total
	Yes	No	
1	63 (52.1)	58 (47.9)	121 (100.0)
2	51 (49.5)	52 (50.5)	103 (100.0)
3	41 (43.6)	53 (56.4)	94 (100.0)
4	51 (57.3)	38 (42.7)	89 (100.0)
5	56 (49.6)	57 (50.4)	113 (100.0)
6	58 (47.5)	64 (52.5)	122 (100.0)
Total	320 (49.8)	322 (50.2)	642 (100.0)

Figures in the parentheses are percentages.



From the table-3, it is observed that the largest share (57.3 %) of the Muslim Students who were having proper facility for study at their home was found in 4 hours among the study hours and which was followed by 52.1 in 1 hours. The smallest share was observed to be at 43.6 % in 3 hours. In the case of the Muslim students who were not having proper facility for study at their home, the largest share (56.4 %) was observed in 3 hours and followed by 6 hours with 52.5 %. The smallest share (42.7 %) was observed in 4 hours. The data revealed that the highest frequencies of responses of the Muslim Students among the hours lies more in 6 hours and which was followed by 1 hours . The lowest frequencies of responses were observed to be in 4 hours. On the basis of the data it may be interpreted that even though there were lack of proper study facility at their homes they are having enough study time. On the other hand, majority of the Muslim students who were having proper study facility at their homes were also have more or less manageable study time at different rate. This may be because the largest share of having proper study facility at home was followed by 52.1% in 1 hour and for them who were not having proper study facility at home it was followed by 6 hours with 52.5%. Hence, it may also be interpreted that majority of the Muslim students who were having more study time but no proper study facility at their homes. On the contrary, for them who were with proper study facility a large number of students having less study time at their homes. This may be because majority of the Muslim students who were having less study time at home engaged in some household works for helping their parents on other reasons.

Table- 4: Study hours and problem in School.

Problem in School	Study hours												Total
	1	%	2	%	3	%	4	%	5	%	6	%	
Teacher	40	24.4	28	17.1	16	9.8	19	11.6	24	14.6	37	22.6	164
Friend	29	18.1	20	12.5	24	15.0	25	15.6	38	23.8	24	15.0	160
Staff	24	15.6	25	16.2	28	18.2	23	14.9	26	16.9	28	18.2	154
Not at all	28	17.1	30	18.3	26	15.9	22	13.4	25	15.2	33	20.1	164
Total	121	18.8	103	16.0	94	14.6	89	13.9	113	17.6	122	19.0	642

Source : Field Survey.

Form table-4, it is observed that the largest share of the Muslim students who were facing problem in school with teacher (24.4%) in 1 hours and which was followed by 6 hours with 22.6%. The smallest share (9.8%) was observed in 3 hours. In the case of them who were having problem with friends, the largest share (23.8%) was observed in 5 hours and the smallest (12.5%) in 2 hours respectively. About the students who were having problem with non-teachings staffs, the largest share (18.2%) in 3 and 6 hours and the smallest share (14.9%) in 4 hours were observed. And for them who were having no problem at all in their school, the largest share (20.1%) was observed in 6 hours and the smallest share (13.4%) in 4 hours. The data indicated that except the students who were having problem with teacher (24.1%) in 1 hour, all the largest shares of them were having more study time at their homes. And for the smallest shares, except the students having problem with their friends (12.5%) in 2 hours all the smallest shares was having 3 or more hours.

Table- 5: Average Study Hours.

Particulars of Categories	Average Study hour with standard deviation		
	Mean	No. of Students	SD
Overall	3.52	642	1.788
Districts			
Imphal East	3.39	212	1.798
Imphal West	3.5	42	1.941
Thoubal	3.65	325	1.727
Bishnupur	3.35	63	1.952
Fathers' Education			
Illiterate	3.42	149	1.787
Literate	3.58	163	1.707
Under matric	3.47	152	1.794
Above 10 below graduate	3.77	86	1.845
Graduate and above	3.45	92	1.883
Fathers' Occupation			
Agriculture	3.52	198	1.818
Household Based	3.54	145	1.779
Office/Professional/Teacher	3.49	90	1.769
Daily wage	3.42	154	1.796
Manager/IT/Bank/NGO/Industry	3.82	55	1.744
Class			
Class I X	3.64	307	1.794
Class X	3.34	285	1.786
Class XI and XII	3.86	50	1.69

Source : Field Survey.

Form table-5, it is observed that the average study hours of the Muslim students on the overall basis was found below 4 hours (mean = 3.52 hours s.d. = 1.788). Among the districts, the highest average study hours was observed in Thoubal district (mean = 3.65, s.d. = 1.727) and the lowest in Bishnupur district (mean = 3.35, s.d. = 1.952). For the category of fathers' education, the highest was observed in the above class X below graduate (mean = 3.77, s.d. = 1.845) and the lowest in illiterate (mean = 3.42, s.d. = 1.87). About fathers' occupation, the highest was observed in Manager/IT/Bank/NGO/Industry (mean = 3.82, s.d. = 1.744) and the lowest in daily wage (mean = 3.42, s.d. = 1.796). And for class, the highest was observed in class XI and XII (mean = 3.86, s.d. = 1.69) and the lowest in class X (mean = 3.34, s.d. = 1.786). It can be interpreted that there is no significant differences among the category wise average study hours of the Muslim students.



DISCUSSION AND CONCLUSION

On the overall basis of 642 Muslim students who were studying in class IX to XII involved the study, the study found that 18.85 % of them were having 1 hour of study time, 16.04% 2 hours, 14.64% 3 hours, 13.8% 4 hours, 17.60% 5 hours and 19.0% 6 hours. The study also finds the largest and smallest shares of them in category-wise for hours. About 1 hour, the largest share was found in the category of having problem in school with teacher (24.4%). It was 21.1% for the category of fathers' occupation in office/professional/teacher, 20.8% in sometimes for the category of getting suggestions of teacher before exam and 24.4% for the category of having problem in school with teacher. And the smallest shares for 1 hour on the category wise were found 15.0% in the category of getting suggestions of teacher before exam in often, 16.4% in Manager/IT/Bank/NGO/Industry for the category of fathers' occupations and 15.6% in the category of having problem in school, it was with staff. It means that the Muslim students who were facing problem in their school with teachers have less study time at home. Even though getting suggestions of their teachers often before exam it seems difficult to establish a cordial relation between their teachers. It is necessary for the parents of their section of Muslim students to make increase the study time of their children.

For 2 hours, the largest share was found in the category of fathers' occupation daily wage earners with 18.8%, and it was followed by the largest share of the category getting suggestions of teacher before exam (18.4%) in often and 18.3% for the category having problem in school in not at all. The smallest shares in the category wise of 2 hours was also found in 9.1% in Manager/IT/Bank/NGO/Industry for the category of fathers' occupation, 14.2% in sometimes for the category getting suggestions of teacher before exam and 12.5% for the category having problem in school it was with friends. In the case of 3 hours, the largest share (18.2%) was found in the category of having problem school with staff, it was followed by the category getting suggestions of teacher before exam in often (17.9%) and for category fathers' occupation it was in daily wage earners (16.9%). The smallest shares of 3 hours were found in the category of having problem in school (9.8%) with teacher, sometime (10.2%) for the category getting suggestions of teacher before exam and agriculture (12.6%) for fathers' occupation. The results suggested that the Muslim students who were having 3 hours of study time at home also facing problem in school in school with teacher significantly reduced in size than 1 hour. As such a rapport can be established between the students and the teachers. For 4 hours, the largest share was found in the occupation Office/Professional/Teacher (16.7%) for the category of fathers' occupation, it was followed by the category of getting suggestions of teacher (16.4%) in sometimes and for the category of having problem in school (15.6%) with friend. The smallest share (10.9%) was found in the category of fathers' occupation in Manager/IT/Bank/NGO/Industry, for the category getting suggestions of teacher before exam (10.5%) in never and for the category of having problem in school (11.6%) with teacher.

In the case of 5 hours, the largest share (29.1%) in Office/Professional/Teacher for the category of fathers' occupations, for the category of getting suggestions of the teacher before exam (18.2%) in never and for the category of having problem in school (23.8%) with friend were found. The smallest of it was found 14.3% in daily wage earners for fathers' occupation, 14.6% for the category of having problem in school with teacher.



For 6 hours, the largest shares were found in daily wage earners (19.5%) for category of fathers' occupation, sometimes (21.2%) for getting suggestions of teacher before exam and for the category having problem in school (22.6%) with teacher.

The results of the present study suggest that Muslim students having higher background of their fathers' occupation consisted of both having more study time and also with less study time available at their home. It also suggests the higher the occupational background of the fathers, the higher study time available at home.

It further suggests that getting suggestions of teacher before examination was not a significant factor for increase of study time at home. The findings of the study further suggest the proper study facility do not influence on the study time of the Muslim students. It also reveals that the Muslim students with less study time 1 hour (24.4%) were having problem with teachers whereas for them with more study time (18.2%) in 3 and 6 hours were having problem with non-teaching staffs, 5 hours (23.8%) with friend 6 hours (20.1%) with not at all (Table-4). Thus, higher the study time available at home, the higher the strength of teaching-learning process. Study time is a significant factor for establishing sound environment for making teaching-learning process successful. There is a need for strengthening the relationship of the Muslim students with their teachers in school. For this purpose efforts should be made by the parent of the Muslim students to increase the study time available at home. The average study time on the overall basis at 3.52 hours which is low and need for increase to the maximum extent. No significant differences were found among the category wise average study hours as the study time available at home by all categories of Muslim students in Manipur is low.

The study time available at home is a very important and also contributing factor for success of teaching-learning activities in educational institutions. For Muslim students in Manipur, it is closely related with the economic or occupational backgrounds of their parents. Getting the suggestions of teacher before examination and proper facility for study at home, may not be the determining variable of it. We may find it difficult to generalize the results of the study to other communities but it would provide an insight into the problem. The results of the study may be of practical value to all those who are concerned with the welfare of minority communities particularly the Muslim students.



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