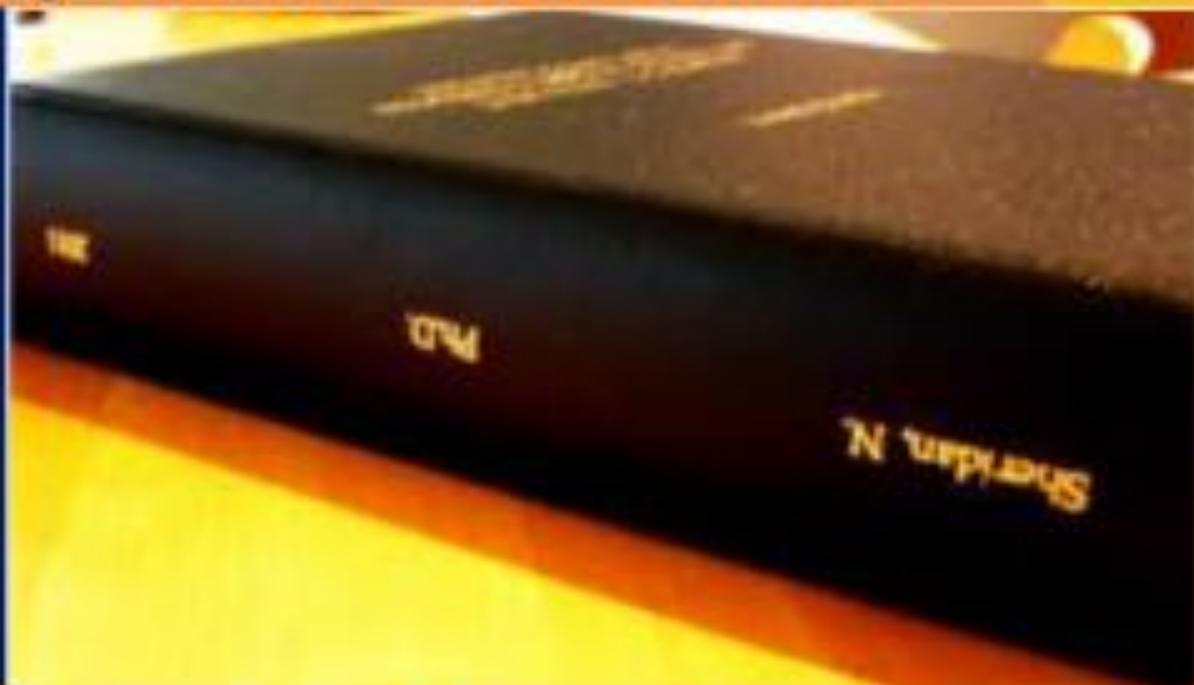


# *Scholarly Research Dissertatia*



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# APPRAISAL OF FEMALE STUDENTS' LEARNING IN ISLAMIYAT AT GRADE 8<sup>TH</sup>



*Submitted By*

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M.A Education

Session (2008-2010)

DEPARTMENT OF EDUCATION

*The Islamia University of Bahawalpur*

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**A Thesis submitted as a partial requirement for the Degree of MA in  
Education The Islamia University of Bahawalpur**

*In the name of ALLAH, the most beneficent and the  
most Merciful!*

***The prayer of the Believers!***

*Praise to be Allah,*

*The cherished and sustainer of the worlds;*

*Most gracious, most merciful;*

*Thee do worship,*

*And think and we seek,*

*Show us the straight way,*

*The way of those one whom*

*Thou haste bestowed the grace,*

*Those whose (portion)*

*Is not wrath!*

*And who go not astray.*

*(Surah Fatiha)*

## **AUTHOR’S DECLARATION**

I, Saira Ambreen Aslam, M.A student in the Department of Education at The Islamia University of Bahawalpur do solemnly declare that the thesis entitled, “Appraisal of Female Students’ Learning in Islamiyat at Grade 8<sup>th</sup>” submitted by me in partial fulfillment of the requirement of M.A in the subject of Education is my original work. I solemnly declare that this is my original work and has not been submitted or published earlier and also shall not be submitted in future. It shall also not be submitted to obtain any degree to any other university or institution.

**Saira Ambreen Aslam**

## **FORWARDING CERTIFICATE**

The research entitled “Appraisal of Female Students’ Learning in Islamiyat at Grade 8<sup>th</sup>” is conducted under my supervision and the thesis is submitted to The Islamia University of Bahawalpur in the partial fulfillment of the requirement of the degree of Master in Education with my permission.

**Nasreen Akhtar**

## **APPROVAL CERTIFICATE**

The research entitled “**Appraisal of Female Students’ Learning in Islamiyat at Grade 8<sup>th</sup>**” is accepted and approved in partial fulfillment of the requirement for the degree of Master in Education.

**Internal Examiner:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

**External Examiner:** \_\_\_\_\_

**Chairman:** \_\_\_\_\_

**Date:** \_\_\_\_\_

DEDICATED TO

*My respected parents without whom  
love and support could not have become  
what I am now*

## **ACKNOWLEDGEMENTS**

Although feelings are deep but words are too shallow, that cannot follow the depth of my feelings. I find no way to convey my feelings. I find no way to convey my gratitude to my benefactors, so I must go along the old conventional way. The names may be mentioned but impossible to capture the extent and the significance of their help.

In the name of Allah, the most beneficent, the most merciful. Without the help of Almighty Allah, it is hard to imagine the accomplishment of any objective in our lives.

The omnipotent “Allah” bestows this ability, knowledge, strength and competence required for this to me as boons. I have completed this task with the help of Almighty Allah, prayers of my parents & sincere dedication of my teachers especially my supervisor **Ma'm Nasreen Akhtar**.

I am very much thankful to all other personalities whom I could not mention here for their guidance & support.

**Saira Ambreen Aslam**

## ABSTRACT

*Millions of rupees are spent each year on education, yet there is wide spread dissatisfaction with our educational system among educators, parents, policy makers and business community. Efforts to reform and restructure institutions have focused attention on the role of Appraisal in the institutions improvement. After years of increases in the quantity of formalized testing and the consequences of poor test scores, many educators have begun to strongly criticize the measure used to monitor student performance and evaluate programs. They claim that traditional measures fail to assess significant learning outcomes and thereby undermine curriculum, instruction and policy decisions. When people talk about “failing standard of education” they can be assumed to be referring to forms of critical skills and knowledge which the young members of a society are expected to possess but, are unable to demonstrate after a period of formal instructions. Parents complain, that their children unable to write their names or to write letters after primary education. Many secondary school leavers find it difficult to write or express them selves in Urdu. Same here with Islamic studies many students are not aware or have knowledge about Islam after studying the Islamic study subject ten years of school education. These problems point to the need to overhaul our educational programs. But before doing so, we must be well acquainted with the appraisal procedures through which reliable data about the status of our educational system can be objectively collected. Through appraisal we know where we stand and what changes are to be made. In this project I have studied about the Female students’ learning in Islamiyat at grade 8<sup>th</sup>. The project topic was Appraisal of female students’ leaning in Islamiyat at grade 8<sup>th</sup>.” I have collected information from the students of different government schools of district Bahawalpur. My method of collecting information was descriptive method and a self administered test tool was used for collecting data from the students. I have collected data from 10 female govt. schools of Bahawalpur City and samma satta town. After conducting this research study and making analysis, it is concluded that a minor difference among the performance of city schools students and the town’s schools students. Analysis of data shows that performance of Bahawalpur city*

*govt. schools students is better as compare to Samma Satta town's government schools.  
In the end I have recommended some suggestions for the improvement of our educational  
system especially for Islamiyat at grade 8th which is related to my research study.*

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*Chapter 1*

**INTRODUCTION**

# CHAPTER 1

## INTRODUCTION

**Islamic studies**, is an ambiguous term with one connotation in a traditional near-Eastern context and another in a Western context. In a Muslim context, "Islamic studies" can be an umbrella term for all virtually all of academia, both originally researched and as defined by the Islamization of knowledge. It includes all the traditional forms of religious thought, such as Kalama (Islamic theology) and Fiqh (Islamic jurisprudence) and also assimilates fields generally considered to be secular in the West, such as Islamic science and Islamic economics.

In a non-Muslim context, Islamic studies, generally refers to the historical study of Islam, Muslim culture, Muslim history and Islamic philosophy. Academics from diverse disciplines participate and exchange ideas about predominantly Muslim societies, past and present. In spite of their non-religious approach, some non-Muslim scholars have written works which are widely read by Muslims. Before 1980, such non-Muslim scholars in this field had been called "*Islamicists*" and their discipline came under the field often called Oriental studies, now often Asian studies. Many universities offer academic degrees on the subject of Islamic studies.

Education in the context of Islam is regarded as a process that involves the complete person, including the rational, spiritual, and social dimensions. As noted by Syed Muhammad al-Naquib al-Attas in (1979) importance of Islamic studies is the "balanced growth of the total personality. Through training Man's spirit, intellect, rational self, feelings and bodily senses. Such that faith is infused into the whole of his personality" (p. 158).

In Islamic educational theory knowledge is gained in order to actualize and perfect all dimensions of the human being. From an Islamic perspective the highest and most useful model of perfection is the prophet Muhammad, and the goal of Islamic studies is that people be able to live as he lived. Nasr (1984) reported, Islamic studies do prepare

humankind for happiness in this life, "its ultimate goal is the abode of permanence and all education points to the permanent world of eternity" (p. 7).

To ascertain truth by reason alone is restrictive, according to Islam, because spiritual and temporal reality is two sides of the same sphere. Many Muslim educationists argue that favoring reason at the expense of spirituality interferes with balanced growth. Exclusive training of the intellect, for example, is inadequate in developing and refining elements of love, kindness, compassion, and selflessness, which have an altogether spiritual ambiance and can be engaged only by processes of spiritual training.

According to the worldview of Islam, Islamic education made equally for both. Acquiring knowledge in Islam is not intended as an end but as a means to stimulate a more elevated moral and spiritual consciousness, leading to faith and righteous action.

Islamic studies in Pakistan is taught as compulsory subject. For each Muslim student, it is valuable because it helps him/ her to get awareness about Islamic teachings and become a good practicable Muslim. So evaluation about teaching of this subject at school level is valuable. This can help to improve teaching of the subject of school level.

## **1.1 STATEMENT OF THE PROBLEM**

This study was an attempt on "Appraisal of female students learning in Islamiyat at grade 8<sup>th</sup>.

## **1.2 OBJECTIVES OF THE STUDY**

- To evaluate the female students' learning in Islamiyat at grade 8<sup>th</sup>.
- To compare the performance of Schools working in areas of Bahawalpur and Sama Satta.
- To find out the area where the performance of the students is best.
- To find out the area where the performance of the students is weak.

### **1.3 SIGNIFICANCE OF THE STUDY**

This study is helpful due to the following reasons

- This study is helpful to analyze the students' learning in Islamiyat at grade 8<sup>th</sup>.
- This study is helpful to find out the performance of female students in the subject of Islamiyat.
- This study is helpful to find out the area where the performance of the students is best.
- It is also helpful to find out the area where the performance of the students is weak.

### **1.4 PROCEDURE OF THE STUDY**

This study is carried out through descriptive method of research.

#### **1.4.1 Population**

All the female Government schools students at Grade 8th of District Bahawalpur were included in the population of the study.

#### **1.4.2 Sample**

The sample was selected in the form of students from Government schools of district Bahawalpur. Data was collected from ten Government schools of Bahawalpur and Sama satta. From each school all the Grade 8<sup>th</sup> students were included in the sample. 430 students were selected as sample.

#### **1.4.3 Data Collection**

A self Administered achievement test was constructed. Appropriate time was given to the students for taking test. Before starting the test students were given instruction how to attempt the test and they were also guided during the test. 430 students were given test and same number of students returned the test.

#### **1.4.4 Data Analysis**

This study is related to descriptive method of research. To evaluate the female students learning in Islamiyat at Grade 8<sup>th</sup>, a test was personally administered to 430 students of 10 Government schools. A key was prepared to enter data in MS Excel sheet and then was converted to SPSS file. The frequencies and mean of student's responses for each item compared. The results were interpreted in terms of percentage and mean score.

### **1.5 DELIMITATIONS OF THE STUDY**

This study was delimited to:

1. The subject of Islamiyat.
2. Students of Grade 8<sup>th</sup>.
3. Government schools of district Bahawalpur especially of Bahawalpur and Sama satta.
4. Only female students were included.

### **1.6 DEFINITIONS OF KEY TERMS**

#### **1- Appraisal**

A judgment of the value, performance or nature of something / somebody.

#### **2- Learning**

The process of learning something.

#### **3- Scores**

The number of points, goals etc.

#### **4- Achievement**

A thing that somebody has done successfully, especially using their own effort and skill.

5- **S.A**

Short answers.

6- **S.Q**

Short Questions.

7- **F/B**

Fill in the blanks.

8- **Islamiyat**

It is a compulsory subject taught in Government as well as private schools.

*Chapter 2*

**REVIEW OF THE  
RELATED LITERATURE**

## **CHAPTER 2**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.1 MEANING OF APPRAISAL**

Appraisal as ‘The process of obtaining information about the values and effects of educational activities’ (Macdonald 1979:5).

The term ‘appraisal’ in particular’ is frequently used almost interchangeably with the term ‘assessment’ through it has some quite specialized applications. The word ‘appraisal’ makes explicit the central aspect of any assessment activity, namely, that it is concerned with values and the act of valuing.

It is the systematic process of collecting and analyzing data in order to make decisions’’.Appraisal deals with the worth of an object and process of program. The purpose of appraisal is to make a judgment about the quality or worth of something in an educational program/course, student attainments.

The goals and purposes are simply to describe what the students can do, how good is the level of achievement, and how good is the performance, have they learn enough. The are questions of values that require the exercise of judgment. Appraisal is defined as the systematic process of collecting and analyzing data in order to make decision.

#### **2.2 GENERAL OBJECTIVES OF APPRAISAL**

- Diagnosis of learner’s strength and weaknesses.
- Guidance to assist pupils in making decisions about the future.
- Diagnostic appraisal to identify student’s learning needs.
- Formative appraisal to support and encourage learning.
- Summative appraisal to identify learning outcomes.

#### **2.3 SPECIFIC OBJECTIVES OF APPRAISAL**

### **2.3.1 Policymakers**

Policymakers use appraisal to

- Set standards.
- Focus on goals.
- Monitor the quality of education.
- Reward/sanction various practices.
- Formulate policies.
- Direct resources including human and material resources
- Determine effects of tests.

### **2.3.2 Administrators & School**

Monitor program effectiveness planners use appraisal to:

- Identify program strengths and weaknesses.
- Monitor student progress.
- Carry out curriculum appraisal.
- Provide mastery/promotion/grading and other feedback
- Motivate students
- Determine grades

### **2.3.3 Parents And Students**

Gauge student progress appraisal to:

- Assess student strengths and weaknesses
- Determine school accountability
- Make informed educational and career decisions.

## **2.4 LEVELS OF APPRAISAL**

Basically, appraisal can be carried out at two main levels; program appraisal and student appraisal.

### **2.4.1 Program Appraisal**

In order to determine whether any program has or not been successfully implemented, certain salient questions must be posted and answered.

- Is the content of the program of desirable quality?
- Is there a positive relationship between actual learning outcomes and intended learning? Are intended learning outcomes achieved?
- Are unintended learning outcomes identified and corrections made for them?
- Is the content relevant to the needs of the students?
- Is the content relatively simple and comprehensible, and is it able to be extended and generalized to situations within and outside the colleges/universities.
- Are casual and functional relationships identified and analyzed?
- Does the implemented program continue to be effective?
- Are the materials available locally or obtained from other areas with relative ease and convenience and at reasonable cost?
- Are necessary supportive or maintenance services provided?

Not until these and other relevant questions are answered can the success or failure of the program be objectively determined.

### **2.4.2 Student Appraisal**

The purpose of this type of appraisal is to determine how well a student is performing in a program/course.

Every educational program has general and specific objectives; student's appraisal is the assessment of how far these objectives have been achieved, through a series of oral questions, paper-pencil tests, manipulative skill tests, discussions, individualized instruction, assignments, projects and so on. The student is gradually guided towards a desired goal.

The higher the stakes, the greater the pressure that is placed on teachers and administrators to devote more and more time to prepare students to do well on the tests.

As a consequence, narrowly focused tests that emphasize recall have led to a similar narrowing of the curriculum and emphasis on rote memorization of facts with little opportunity to practice higher-order thinking skills. The timed nature of the tests and their format of one right answer has led teachers to give students practice in responding to artificially short texts and selecting the best answer rather than inventing their own questions or answers. When teachers teach to traditional tests by providing daily skill instruction in formats that closely resemble tests, their instructional practices are both ineffective and potentially detrimental due to their reliance on outmoded theories of learning and instruction.

Student appraisal can be classified in different ways depending upon the purpose of appraisal such as;

### **2.4.3 Diagnostic Appraisal**

It is highly specialized procedure concerned with the persistent or recurring learning difficulties that are left unresolved during the course of routine instruction. Diagnostic appraisal involves the use of specially prepared diagnostic test e.g. key Math Diagnostic Arithmetic Test (1976), Wood Cock Reading Mastery Tests (1973) and Stanford Diagnostic reading test & Mathematics Tests (1976).

### **2.4.4 Placement Appraisal**

To determine the students' performance at the beginning of the instruction is called placement appraisal. It is concerned with individuals and pre performance at the beginning instruction. Formation of groups in a class or conducting pre-tests before a training or instructions are examples of placement appraisal e.g. wide range achievement test (1978) and Peabody individual achievement test (1970) (David & Howell, 2006).

## **2.5 SIGNIFICANCE OF APPRAISAL**

1 Reassessing the learners' needs

2 providing relevant instruction

### 3 Assessing the intended learning outcomes

Appraisal of student learning requires the use of a number of techniques for measuring achievement. But appraisal is more than a collection of techniques. It is a systematic process that plays a significant role in effective teaching. It begins with the identification of learning goals and ends with a judgment concerning how well those goals have been attained.(Robert, 2005).

## **2.6 METHODS OF APPRAISAL**

Teachers use three primary methods to gather appraisal information. Paper-and-pencil techniques, observation techniques, and oral question in techniques. Each technique is relied upon heavily by teachers to help them obtain the appraisal information they need to make classroom decisions.

### **2.6.1 Paper And Pencil Techniques**

Paper-and-pencil techniques refer to appraisal methods in which pupils write down their responses to questions or problems. When pupils take a multiple-choice test complete a written homework assignment turn in a written report, draw a picture, write an essay, or fill in a worksheet , they are providing paper-and-pencil evidence to the teacher. Paper-and-pencil assessment techniques are of two general forms selection and supply. Multiple choice, true-false, and matching items are called selection question, or selected response items, because as the name implies, the pupil responds to each question by selecting an answer form choices pro-vided. Supply items, or production items, require the pupil to construct a response to a question. The length of the response can vary substantially.

For example, an essay question necessitates the pupil s construction of a lengthy, detailed response, while a short answer or fill in the blank question may only require a word or phrase. Complex supply items, such as book reports. Journal entries. Portfolios, science experiments, and class projects, are also commonly referred to as performance appraisal. Notice that selection –type item provides the maximum degree Of control for the question writer, since he or she specifies both the question and the answer choices. A supply-type

item provides the question writer with control only over the item itself, since responsibility for constructing a response resides with the pupil.

### **2.6.2 Observation Techniques**

Observation is the second major method classroom teachers use to collect appraisal data. As the term suggests, observation involves watching or listening to pupils carry out some activity (observation of process) or judging a product a pupil has produced (observation of product). Teachers are made aware of such study behaviors as mispronouncing words in oral reading, interacting in groups.

Speaking out in class, bullying other pupils losing concentration having puzzled looks on their faces, patiently waiting their turn, raising their hands in class, dressing shabbily, and failing to sit still for more than three minutes through observation. When pupils submit a science fair project, produce a still-life drawing set up laboratory equipment, or complete a project in shop class, the teacher observes and judges the product they have produced.

### **2.6.3 Oral Questioning Techniques**

Asking oral questions is the third major method teachers use to collect as appraisal data. Who can summarize yesterday's discussion the water cycle? Why don't you have your homework today? These are all teacher – type questions used to assess pupils during and at the end of a lesson. Questioning students is very useful during instruction, when it can be used to review a prior topic, brainstorm a new topic, find out how the lesson is being understood by pupils, and engage a student who is not paying attention.

The teacher can gather the information he or she wants without the intrusiveness of some form of paper-and-pencil appraisal. Oral questioning is a common feature of all classrooms, and after lecture, it is the most used instructional activity. Oral examinations are used in subject areas such as foreign language, speech and vocal music.

Selection, supply, observation, and questioning techniques complement one another in the classroom. Imagine classroom decision making without being able to observe pupils appearances, reaction, performances, answers to question and interactions. Now imagine

what it would be like if no paper-and-pencils information could be obtained in classroom. Now imagine what it would be like if teachers could not ask oral question of their students. Each type of information is Sneeded to carry out the rich and meaningful appraisal that occurs in classrooms. As a result a teacher's mastery of all of these evidence gathering approaches is important. (Airasian, 1976).

## **2.7 CHARACTERISTICS OF GOOD APPRAISAL**

- Validity
- Reliability

Appraisal is the process of gathering, interpreting, and synthesizing information to aid decision making in the classroom. Whether Appraisal information helps teachers to make good decisions depends upon whether Appraisal information collected is itself good.

### **2.7.1 Validity**

The single most important characteristic of good Appraisal is its ability to help the teacher make a correct decision. This characteristic is called validity. Without validity the Appraisal data will not lead to correct decisions. It is concerned with whether the information being gathered is relevant to the decision that needs to be made. Invalid Appraisal information is of no use.

### **2.7.2 Reliability**

Second important characteristic of good Appraisal information is its consistency, or reliability.

Reliability is a necessary but insufficient condition for validity. Appraisal that provides inconsistent, typical results cannot be relied upon to provide information useful for decision making. (Airasian, 1976).

## **2.8 ISLAMIYAT**

**Islamic studies**, is an ambiguous term with one connotation in a traditional near-Eastern context and another in a Western context. In a Muslim context, "Islamic studies" can be an umbrella term for all virtually all of academia, both originally researched and as defined by the Islamization of knowledge. It includes all the traditional forms of religious thought, such as Kalama (Islamic theology) and Fiqh (Islamic jurisprudence) and also assimilates fields generally considered to be secular in the West, such as Islamic science and Islamic economics.

### **2.8.1 Significance Of Islamiyat**

- 1- Islamic Education gives us the knowledge of every thing in life.
- 2- It is not about the lesson and person in text book. It is about the lesson of life.
- 3- A person is able to spend his life according to the rules of Islam.
- 4- He adopts a good behavior.
- 5- He is able to earn honest living.
- 6- He is able to fulfill his needs and desires according to the Islamic rules. (Aziz, 1996).

## **2.9 OBJECTIVES OF ISLAMIYAT**

- To develop an understanding of fundamental principles of Islam.
- To develop student's ability to understand the Islam.
- To develop Islamic attitude among the students.
- To nurture tolerance for other religions.
- To develop a sense of right and wrong, fairness and justice.
- To understand the concept of Islam.
- To help acquire the knowledge about events and actions in the past and their relationship to the present and future.
- To develop righteous individuals who would follow strictly the teaching of Quran & Sunnah. (Naquib, 1979).

## **2.10 FACTORS EFFECTING THE LEARNING ACHIEVEMENT OF ISLAMİYAT**

Following factors effecting the learning achievement of Islamiyat:

- 1- Strict environment.
- 2- Harsh words of the teachers.
- 3- Use of punishment.
- 4- Parent's ignorance.
- 5- Excessive use of media.
- 6- Non-religious attitude of students.
- 7- Irresponsible nature of students.

*Chapter 3*

**RESEARCH  
METHODOLOGY**

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 DESIGN OF THE STUDY**

The study was completed by following survey method, a type of descriptive research because it was most easiest and appropriate method.

#### **3.2 POPULATION**

All the female Government schools students at Grade 8th of District Bahawalpur were included in the population of the study.

#### **3.3 SAMPLE AND SAMPLING PROCEDURE**

The part of population which was the representation of the whole population was called sample. The sample was selected in the form of students from Government schools of district Bahawalpur. Convenient sampling technique was used in this study.

Data was collected from ten Government schools of Bahawalpur and Sama Satta. From each school all the Grade 8<sup>th</sup> students were included in the sample. 430 students were selected as sample. Three hundred and ninety students belonged to Bahawalpur area and forty students were of Samma Satta town. The sample included female students at grade 8<sup>th</sup>.

**Table 3.1: Detail about sample**

<b>Sr.Number</b>	<b>School Name</b>	<b>Number of Students</b>
1	Govt.Girls higher secondary school satellite town BWP	50
2	Govt. MC Girls higher secondary school, Kajal pura BWP	50
3	Govt. Girls High School, Model town A, BWP	50
4	Govt. Sadiq Girls High School, BWP	50
5	Govt. MC Girls High School, BWP	50
6	Govt. Girls High School, canal colony BWP	50
7	Govt.MC Girls High School, Model town B, BWP	33
8	Govt. Girls High School,Mahajhar colony,BWP	30
9	Rangers Public School ,BWP	27
10	Govt. Girls High School,Sama Satta	40

### **3.4 DEVELOPMENT OF RESEARCH TOOL**

The study was conducted to evaluate the female students learning in Islamiyat at Grade 8<sup>th</sup>. A test was prepared for this purpose. For each sub – category of test, contents of items were taken from the Punjab text book board of Grade 8<sup>th</sup>.

The test was validated in the light and judgment of experts. The finalization of test consisted of 30 fill in the blanks, 25 MCQ’S and 15 short questions which covered four chapters. Four options of answers were given for each item of MCQ’S.

**Table 3.2: Structure Of Test**

<b>Question Number</b>	<b>Type of Questions</b>	<b>Marks</b>
1-----30	Fill in the blanks	30
31-----55	MCQ'S	25
56-----70	Short questions	45

### **3.5 DATA COLLECTION**

The test was self Administered. Appropriate time was given to the students for taking test. Before starting the test students were given instruction how to attempt the test and they were also guided during the test.430 students were given test and same number of students returned the test.

### **3.6 DATA ANALYSIS**

The data was collected through the test. The test was in the shape of Fill in the blanks, multiple choice items and Short questions type items. The frequencies of correct answer for each question were calculated by using Spss. Findings were interpreted in terms of percentage and mean score. The students' achievement in test was analyzed by locality wise, school wise and chapter wise.

*Chapter 4*

**DATA ANALYSIS AND  
INTERPRETATIONS**

## CHAPTER 4

### DATA ANALYSIS AND INTERPRETATIONS

**Table: 4.1**  
**School Wise Comparison of Student's Score**

School Name	N	Mean of F/B	Mean of MCQ'S	Mean of S.Answer	Average Score
Govt.Girls higher secondary school satellite town BWP	50	23.42	19.60	25.08	68.10
Govt. MC Girls higher secondary school, Kajal pura BWP	50	20.36	16.62	20.12	57.10
Govt. Girls High School, Model town A, BWP	50	18.88	18.38	14.78	52.04
Govt. Sadiq Girls High School, BWP	50	17.44	15.84	18.06	51.34
Govt. MC Girls High School, BWP	50	18.54	16.14	18.02	52.70
Govt. Girls High School, canal colony BWP	50	20.32	15.56	21.00	56.88
Govt.MC Girls High School, Model town B, BWP	33	18.76	17.27	17.58	53.61
Govt. Girls High School,Mahajhar colony,BWP	30	19.50	16.77	15.53	51.80
Rangers Public School ,BWP	27	16.93	17.26	20.96	55.15
Govt. Girls High School,Sama Satta	40	21.20	18.38	15.93	55.50
<b>Average</b>	430	19.67	17.7	18.84	55.67

Table 4.1 shows the school wise comparison of students' achievement. The highest mean was 68.10 (Govt. Girls higher secondary school Satellite town bwp.) And the lowest was 51.34 (Govt. Sadiq girls high school bwp.) and 51.80 (Govt. Girls high school Mahajhar Colony bwp.) So the result of Govt. Girls higher secondary school Satellite town was better than others.

**Table: 4.2**

**Type of Question Wise Comparison of Student's Score**

<b>Type of Question</b>	<b>Total Marks</b>	<b>Mean</b>
F/B	30	19.67
MCQ'S	25	17.17
Short Answer	45	18.84
<b>Average</b>	100	55.67

Table 4.2 indicates the type of question wise comparison of the students score. The mean score of students in MCQ'S (17.17/ 25) was best than all, Of fill in the blanks (19.67/ 30) on 2<sup>nd</sup> and of Short answer type questions was (18.84/45) less than all. Total mean score in whole test was average (55.67).

**Table: 4.3**

**Area of Location Wise Comparison of Students Score**

<b>Area of Location</b>	<b>N</b>	<b>Mean of F/B</b>	<b>Mean of MCQ'S</b>	<b>Mean of S.Answer</b>	<b>Average Score</b>
<b>City</b>	390	19.51	17.04	19.14	55.69
<b>Town</b>	40	21.20	18.38	15.93	55.50
<b>Average</b>	430	19.67	17.17	18.84	55.67

Table No: 4.3 show the area of location wise comparison of the students score. The mean score of city area was 55.69 and mean score of town area was 55.50. So the mean score of both was nearly equal.

**Table: 4.4**  
**Chapter wise comparison of students score**

Chapters	Mean of scores			
	MCQ'S	F/B	S/A	Average score
Imaniyaat-o-Ebadaat	67.6	62.3	82.2	69.1
Usswa-e-Hasna	75.10	72.4	63.7	71.85
Ikhlaq-o-Aadaab	48.84	68.16	50.66	55.73
Hidayat k Sarchashmay	78.4	24.4	0	66.45

Table: 4.4 above indicate the students' performance in each chapter in qualitative and quantitative form. The mean score of students in chapter:2 (71.85) was best than all, of chapter:1 (69.1) on 2<sup>nd</sup>, Of chapter:4 (66.45) on 3<sup>rd</sup> and of chapter:3 was (55.73) less than all.

- 80 ----- Above                      Excellent
- 70----- 79                              Very good
- 60----- 69                              Good
- 50----- 59                              Average
- Below ----- 50                        Poor

**Table: 4.5**

**Performance of the Students in Chapter: 1(Emaniat-o-Ebadat)**

<b>Type of Question</b>	<b>No. of Items</b>	<b>Percentage of Correct Responses</b>	<b>Average Score</b>
<b>Fill in the blanks</b>	1	37.9	67.6
	2	71.6	
	3	91.4	
	4	69.5	
<b>MCQ'S</b>	31	56.7	62.3
	32	95.3	
	33	35.1	
<b>Short Answers</b>	56	91.6	82.2
	57	72.8	
<b>Average</b>	9		69.1

Table: 4.5 above indicates students' performance in chapter: 1. it explains,

- Average score (69.1) in whole chapter was good.
- Average score in short answer type questions (82.2) was the best, of fill in the blanks was (67.6) on 2<sup>nd</sup> and of MCQ'S (62.3) on last.

**Table: 4.6****Performance of the Students in Chapter: 2(Oswa-e-Hasana)**

Type of Questions	No. of Items	Percentage of correct responses	Average Score
<b>Fill in the blanks</b>	5	90.2	75.10
	6	90.7	
	7	94.2	
	8	84.9	
	9	95.6	
	10	92.3	
	11	67.7	
	12	72.6	
	13	50.9	
	14	73.0	
	15	55.8	
	16	64.4	
	<b>MCQ'S</b>	34	
35		76.3	
36		32.3	
37		66.3	
38		78.8	
39		77.0	
40		79.3	
41		77.4	
42		64.4	
<b>Short Answers</b>	43	68.8	63.7
	44	83.5	
	58	89.1	
	59	68.1	
	60	61.6	
	61	64.9	
<b>Average</b>	62	61.4	71.85
	63	45.8	
	64	55.1	

Table: 4.6 above indicates students' performance in chapter: 2. it explains,

- Average score (71.85) in whole chapter was very good.
- Average score in fill in the blanks (75.1) was the best, of MCQ'S (74.4) was on 2<sup>nd</sup> and of short answers (63.7) on last.

**Table: 4.7**

**Performance of the Students in Chapter: 3(Akhlak-o-Adab)**

<b>Type of Question</b>	<b>No. of Items</b>	<b>Percentage of correct responses</b>	<b>Average Score</b>
<b>Fill in the blanks</b>	20	38.8	48.84
	21	58.5	
	22	51.2	
	23	42.1	
	24	40.5	
	25	42.3	
	26	39.1	
	27	51.2	
	28	63.3	
	29	61.4	
<b>MCQ'S</b>	45	74.4	68.16
	46	76.7	
	47	70.9	
	48	66.3	
	49	57.7	
	50	68.4	
	51	69.3	
	52	61.4	
<b>Short Answers</b>	65	36.7	50.66
	66	80.7	
	67	67	
	68	54.2	
	69	33.5	
	70	31.9	
<b>Average</b>	24		55.73

Table: 4.7 above indicates students' performance in chapter: 3. it explains,

- Average score (55.73) in whole chapter was satisfactory.
- Average score in MCQ'S (68.16) was the best, of short answer (50.66) was on 2<sup>nd</sup> and of fill in the blanks (48.84) on last.

**Table: 4.8**  
**Performance of the Students in Chapter: 4**  
**(Hidayt k Sarchashmay, Roshni ki trap Safar)**

<b>Type of Questions</b>	<b>No. of Items</b>	<b>Percentage of correct responses</b>	<b>Average Score</b>
<b>Fill in the blanks</b>	30	78.4	78.4
<b>MCQ'S</b>	53	67.2	24.4
	54	60.9	
	55	59.3	
<b>Short Answers</b>	0	0	0
<b>Average</b>	4		66.45

Table: 4.8 above indicates students' performance in chapter: 4. it explains,

- Average score (64.45) in whole chapter was good.
- Average score in fill in the blanks (78.4) was the best, of MCQ'S (24.4) was on 2<sup>nd</sup> and of short answer (0) on last.

*Chapter 5*

**SUMMARY, FINDINGS,  
CONCLUSION AND  
RECOMMENDATIONS**

## **CHAPTER 5**

### **SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 SUMMARY**

The study entitled “Appraisal of female students’ learning in Islamiyat at grade 8<sup>th</sup>. Tested the learning achievement in subject of Islamiyat at grade 8<sup>th</sup> of district Bahawalpur schools students. The main focus of study was to test the learning achievement of students in subject of Islamiyat at Grade 8<sup>th</sup>. The data was collected from 10 female Govt. schools. The tool designed for collection of data was self made achievement test from the Punjab text book of Islamiyat at grade 8<sup>th</sup>. 70 items were included in the test. 430 students as sample of the study were taken from the 10 Govt. schools of Bahawalpur City and Sama Satta town. Data was analyzed on SPSS to find results. The results are presented in this chapter.

## **5.2 FINDINGS**

### **5.2.1 School Wise Comparison of Students' Score**

The highest mean was 68.10 (Govt. Girls higher secondary school Satellite town bwp) and the lowest was 51.34 (Govt. Sadiq girls high school bwp.) and 51.80 (Govt. Girls high school Mahajhar Colony bwp.) (Table: 4.1)

### **5.2.2 Type Of Question Wise Comparison Of Students' Score**

The mean score of students in MCQ'S (17.17/ 25) was best than all, Of fill in the blanks (19.67/ 30) on 2<sup>nd</sup> and of Short answer type questions was (18.84/45) less than all. Total mean score in whole test was average (55.67) (Table: 4.2)

### **5.2.3 Area Of Location Wise Comparison Of Students' Score**

The mean score of city area was 55.69 and mean score of town area was 55.50. So the mean score of both was nearly equal. (Table: 4.3)

### **5.2.4 Chapter Wise Performance Of Students' Score**

The mean score of students in chapter:2 (71.85) was best than all, of chapter:1 (69.1) on 2<sup>nd</sup>, Of chapter:4 (66.45) on 3<sup>rd</sup> and of chapter:3 was (55.73) less than all. (Table: 4.4)

## **1. Emaniat-o-Ebadat**

- Average score (69.1) in whole chapter was good.
- Average score in short answer type questions (82.2) was the best, of fill in the blanks was (67.6) on 2<sup>nd</sup> and of MCQ'S (62.3) on last. (Table: 4.5)

## **2. Oswa-e-Hasna**

- Average score (71.85) in whole chapter was very good.
- Average score in fill in the blanks (75.1) was the best, of MCQ'S (74.4) was on 2<sup>nd</sup> and of short answers (63.7) on last. (Table: 4.6)

### **3. Akhlak-o-Adab**

- Average score (55.73) in whole chapter was satisfactory.
- Average score in MCQ'S (68.16) was the best, of short answer (50.66) was on 2<sup>nd</sup> and of fill in the blanks (48.84) on last. (Table: 4.7)

### **4. Hidayt k Sarchashmay, Roshni ki traf Safar**

- Average score (64.45) in whole chapter was good. Average score in fill in the blanks (78.4) was the best, of MCQ'S (24.4) was on 2<sup>nd</sup> and of short answer (0) on last. (Table: 4.8)

### **5.3 CONCLUSION**

Student's performance of Government girls higher secondary School Satellite town Bahawalpur is better than others Schools.

- Performance of city students in subject of Islamiyat at grade 8<sup>th</sup> is better as compare to town students.
- Performance of Bahawalpur Govt. schools is better as compare to Samma satta Govt. schools.
- Performance of students in MCQ'S is better in subject of Islamiyat as compare to fill in the blanks and Short answers.
- Performance of students in chapter: 2 is better as compare to other chapters.
- Performance of students in chapter: 3 is weak than other chapters.

## **5.4 RECOMMENDATIONS**

In the light of above mentioned findings following recommendations suggested:-

1. Teachers should develop the students' interest in Islamiyat through different Islamic activities.
2. Government should pay attention on Islamic Education.
3. Teachers should arrange objective type Quiz activities in the class.
4. Town schools teachers should be well educated.
5. Teachers should teach all the chapters of the subject deeply.
6. Islamic studies curriculum should be designed according to the students' interest.
7. Extra learning material of Islamic studies should be provided to the student's by the teachers.
8. Government should pay attention on the teachers' training.

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