

Impact Of type Of Institution And Gender On Personality Traits Of Madrasa And Government Elementary School Students

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Abstract

Understanding the reasons that make individuals behave in a certain manner and identifying the factors contributing for the explanation of (un)adaptive pathways throughout the life cycle has always been a focus of research in the individual differences domain. Especially in adolescence, comprehension of the factors influencing behaviour in normative contexts, such as school, is of uttermost importance. The present study sought to understand the personality traits of adolescents studying in government Elementary Schools and religious institutions (madrasas). The study also tried to find out whether gender and institutions are source of variation in the traits of personality amongst them or not. The study aimed at finding out the differences in the adolescents' traits as being acquired by marginalized sections of Muslim community and other communities. For achieving the objectives Cattell's HPSQ was administered on 804 students studying in two sets of institutions located in Indore and Bhopal divisions. For the study, descriptive method with quantitative approach was used. Results of the study revealed similarities as well as dissimilarities in the traits of the adolescent of the two sets of institutions. It was found that type of institutions has become a source of variation in most of the traits. On the Personality Traits C,D,E,F,G,H,I, J ,Q2 , Q3 and 'Q4' the type of institution is a source of variation give utterance to madrasa and government elementary school students differ significantly on the above traits. On the Personality Traits A,C,D,E,F,G,I, and O gender is a source of variation which articulate that girls and boys differ significantly on this count. The Personality Traits A,B,C,F,H,I,J,O, and Q4 having interaction effect of type of institutions and gender.

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Introduction

It is an established fact that Education is one of the significant social indicators having bearing on the achievement in the growth of an individual as well as community. It is perceived to be highly suitable for providing an employment and thereby improving the quality of life the level of human well being and the access to basic social services. In view of the role of education and prevailing inequalities of sorts, the government of India appointed a number of committees and commission to look into the causes of educational backwardness of marginalised sections of society for addressing the problem. Amongst them one is Sachar Committee found that, among the school going Muslim children, nearly 4.5 million children were going to Madrasa s which cater to the religious needs of Muslims and sustain Islamic scholarly tradition (Naqvi & Hasan 2018).

Madrasas in Madhya Pradesh

Madrasas are ubiquitous in India. These, in main, are located in Assam, U.P., Bengal, Gujarat, Assam and M.P. like any other part of the country, the Madrasa s in M.P. are of two types, the traditional Madrasa s which impart exclusively religious education and the others modern Madrasa s which impart religious formal education as well. The latter follow the curriculum of state boards of secondary education. In all, in M.P. 6198 Madrasas were affiliated to Madarsa Board of Madhya Pradesh (2011-12) offering elementary education in the state.

Government Elementary Schools

Elementary education in India is the foundation for the development of every citizen as also an important stage for the overall improvement of India. That is why the Indian Government has made the elementary education till class eight free and compulsory for every child. The schooling starts at the age of six. It is a fact that in comparison to Government, or formal schools Madarsas lay less stress on formal education. In Madrasa s religious education is an essential component which, as calculated from the time table, takes away nearly 20 per cent of the instructional time. The Government elementary schools devote two per cent of their instructional time to value education.

The overall environment, especially the educational environment plays an important role in personality development. It is an established fact that interactive influence of heredity and