

A Comparative Study on Self Concept among Madrasa, Government and Private School Students

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ABSTRACT

This paper examines a comparative study on self concept among madrasa, government and private school students. The study has been conducted on a sample of 300 adolescents (100 Madrasa students, 100 Government school students and 100 private school students) randomly selected from the various schools from District Nainital. Random sample has been used to select the sample. The age range of students is 15 to 17 years. Test of self concept computed by S.P. Ahluwalia and H.S. Singh, was used for the purpose of measuring variables under study. Mean and Anova was used for the purpose of statistical analysis of the data obtained. Significant difference was found among madrasa, government and private school students.

Keywords: *Self Concept, Adolescents, Madrasa, Government and Private School Students.*

Self-concept is a most interesting aspect of human psychology. It shapes how the person views his relations with the world and reflects his overall quality of being. Self-concept is essentially a set of ideas about oneself: who you are as a human, and your place in the world, society, and the lives of persons around you. One's self-concept can be a positive force that leads the person to activities that he is likely to be successful in.

However, it can also be a restraining force that guides him to repeated failures. Self-concept frequently combines elements of both the positive and negative (Gaherao, 2012).

Self-concept is a very important concept in children's development. A child develops a sense of individuality and interacts with society and gains experience in the world, their self-concept is affected. The significance of self-concept within educational settings has been discussed by various scholars and has led to the performance of studies examining the role of self-concept in school achievement (Jahan, 2016).

The Madrasa education system in India is very old as well as unique. It began with the advent of Muslim rule during the medieval period, when Madrasas were the main centres of learning. During every Muslim regime in India, a different group of scholars was appointed

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A Comparative Study on Self Concept among Madrasa, Government and Private School Students

to look after Islamic educational institutes. Madrasas have generally provided traditional education in India. They have helped in promoting literacy and education among Muslims (Basheer, 2016).

These schools are managed by various government departments. In India the term "Government School" implied governmental educational institutions are under the control of either Central or State Government. These schools have full control of the respective governing authority with respect to the administration, curriculum, examination etc. The students are admitted in these schools on democratic basis. The fees of these schools are normally being very low and in fact free in most cases, like no fee for girls or Schedule Cast and Schedule Tribe students make these very important in the educational field of India.

These Schools are managed by an individual a society or NGO or by any other agencies. Schools managed by an individual, trust or a private society and do not get grants from government department. A private school is a school which is not supported financially by the government agencies or department and where parents have to pay for their children (Ahmad, 2017).

Sarsani (2007) conducted a study on self-concept, adjustment with respect their sex and type of school. Further an attempt has been made to study the relationship between self-concept of learners and adjustment problems. A normative survey method was used for the present research. A sample of 120 students of Warangal city was selected by simple random sampling technique. The study revealed that significant difference was found among private and government secondary school students. It was found that govt. Secondary school students have low self-concept and more school adjustment problems when compared with private secondary school students.

Malhotra (2020) conducted a comparative study of self-concept among boy and girl school students of Ranchi town. The sample 100 students were equally divided into private school, government school, girls and boys, studying in class 9th and 10th. Self-concept scale was developed by Dr. Raj Kumar Saraswat (1971) was used to collect data. The result revealed that there was significant impact of gender. No significant impact of types of school on self-concept of school students of Ranchi town was found.

Martin and Maheswari (2022) examined the Significance of Self Concept among the Adolescent School Students. For this purpose, researcher selected 100 students (50 boys and 50 girls) from Samayanallur, Madurai district. Data was collected by Adolescents' Self-concept Short Scale developed by Veiga & Domingues, 2012. The result indicates that majority of the rural students possess a moderate level of self concept and some of them possess a low self concept.

Objective

The present study was structured with the following objective-

- To investigate the difference among madrasa, government and private school students on self concept.
- To investigate the difference on self concept between boys and girls.

Hypothesis

- There would no significant difference among madrasa, government and private school students on self concept.
- There would be no significant difference between boys and girls on self concept.

A Comparative Study on Self Concept among Madrasa, Government and Private School Students

Variable

Independent Variable

- Gender - Boys and Girls
- School – Madrasa, Private and Government

Dependent variable

- Self concept.

METHODOLOGY

Sample of the study

The sample selected for this research was 300 students of madrasa, government and private school students from district Nainital Tarai and Bhabar selected by stratified random sampling method. Out of which 100 were madrasa, 100 were government school students and 100 were private school students.

Tools

Self Concept

The self concept scale developed by S.P. Ahluwalia and H. S. Singh will be used for data collection. It is meant for boys and girls in the age group of 12-18 years. It contains 80 items and measures self concept in six areas – I behavior, II intellectual and school status, III physical appearance and attributes, IV anxiety, V popularity, VI happiness and satisfaction.

Statistical analysis

To test the hypotheses Mean and ANOVA was applied.

Results are given below:

RESULT

Table No – 1 Summary of F-Test for Comparing Self Concept of Madrasa, Government and Private School Students

Source of variance	Sum of square	d.f.	Mean square	F-Ratio	Level of Significance
Among groups	867.53	2	433.77	3.07	<0.05
Between sex	1208.02	1	1208.02	8.56	<0.01
Interaction (type of school * between sex)	384.2	2	192.1	1.36	NS
Within groups	41491.24	294	141.13	-	-
Total	43950.99	299	-	-	-

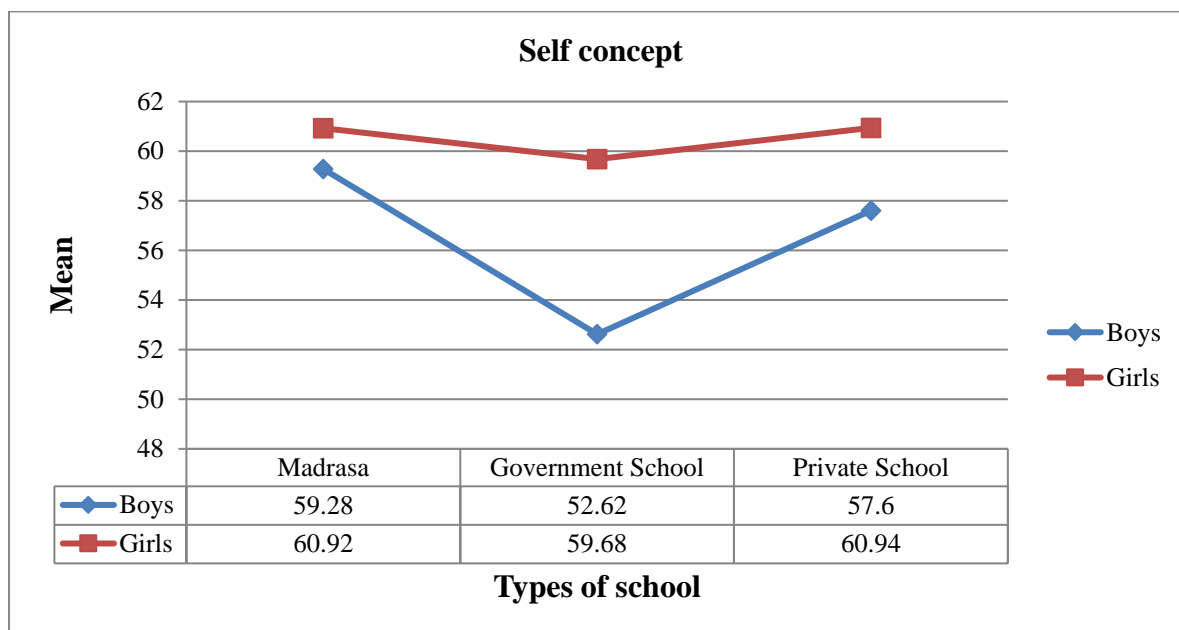
***significant at 0.01 level, *significant at 0.05 level*

Table 1 reveals that F-value for self concept of madrasa, government and private school students is 3.07. Required value to be significant is 3.03 at .05 level and 4.68 on .01 level. Proposed hypothesis is rejected on 0.05 level and but not on 0.01 level. There is significant difference on self concept among the students of three types of school.

F-ratio for sex-condition is 8.56. Required value for the difference to be significant is 3.87 on .05 level and 6.72 on .01 level. Difference between boys and girls students is significant on .01 level. So, the hypothesis is rejected. The mean score of boys three types of school are 56.5 and of girls 60.51.

A Comparative Study on Self Concept among Madrasa, Government and Private School Students

Now f-ratio for interaction is 1.36. for this value to indicate not significant difference on .01 level it should exceed 4.68. Again, interaction between sex and types of school is not significant. Null hypothesis is rejected. Results are depicted in the graph 1.

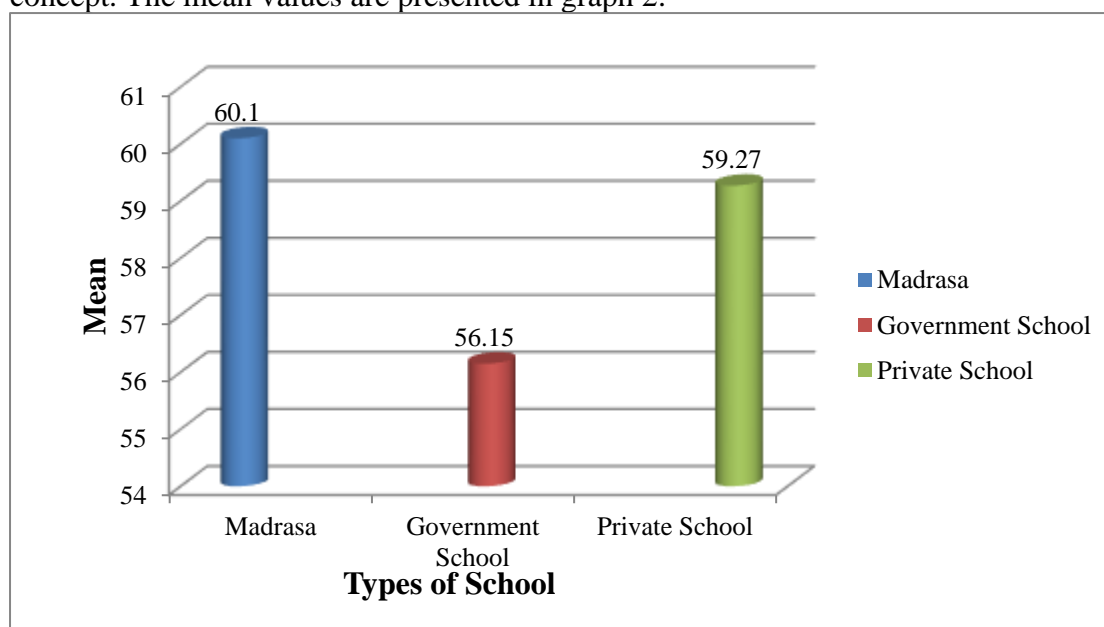


Graph 1: Mean value showing of the interaction of types of school on self-concept.

Table No – 2 Mean Scores on Self Concept for Different Types for School

Category of School	Mean Scores
Madrasa	60.1
Government school	56.15
Private school	59.27

The bar diagram of mean scores for social self concept of madrasa, government and private school students are shown in graph 2. It gives more clear view about the level of self concept. The mean values are presented in graph 2.



Graph 2: Mean values showing the effect of types of school on self-concept.

DISCUSSION

Results after applying Anova show significant difference was found among madrasa, government and private school students at .05 level. The mean score of madrasa is 60.1, Government school 56.15 and Private school 59.27. According to manual mean value of 60.1 has a z score of +0.13, which means average self concept and mean value of 56.15 has a z score of -0.20, it shows average self concept and mean value of 59.27 has a z score of +0.04, it indicates average self concept. This means that the students of madrasa, government and private school have average self concept and three type of school are similar on self concept. The adjustment of a student with his school environment play an important role in the development of good personality self concept of causes students to worry with his/her future success or failure. **Yadav (2014)** also found that government and private school students do not differ significantly in their self concept.

Significant difference was found between boys and girls students at.01 level. The mean score of boys three types of school are 56.5 and of girls 60.51. According to manual mean value of 56.5 has a z score of -0.20, which means average self concept and mean value of 60.51 has a z score of +0.13, it shows average self concept.

CONCLUSION

After analyzing the result, it was concluded that government school students have slightly lower self concept than madrasa and private school students. The students of madrasa, government and private school have average self concept and three types of school are similar on self concept. A good self concept enables a student to accept responsibility, to achieve success in school, and to grow in to be a productive member of society (schenck, 1996).

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A Comparative Study on Self Concept among Madrasa, Government and Private School Students

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Conflict of Interest

The author(s) declared no conflict of interest.

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