



ADOLESCENT MUSLIM STUDENT'S ATTITUDE TOWARDS SELF

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Abstract

Adolescence age is a stage of 'Identity Crisis' and developing sense of self is a crucial task of adolescence- describe Erikson, a well-known Psychologist. The focus of this research is on a comparative study of adolescent Muslim boy and girl student's attitude towards self, studying in Single-sex and Co-education institution. The survey method was used for investigation. Total 427 Muslim adolescent students participated in research. Out of which 271 students were from Single-sex and 156 students were from Co-education institution and 238 Muslim girls and 189 boys were Muslim. The sample was chosen on the basis of type of an institution, gender and religion. The findings are based on information collected through questionnaire-cum-attitude scale and interviews. The percentage of the two groups was calculated. The conclusion is Muslim Boys and Girls from Single-sex and Co-education institution have a Positive attitude towards self.

Key words – Attitude, Muslim, Co-education, Single-sex.

Introduction

The focus of this research was to ascertain the Muslim adolescent students attitude towards self from Single-sex & Co-educational institution and the effect of these two types of institution on the pupil's personality and their overall development. The investigation compares and assesses the reactions of Muslim students towards self from Single-sex institutions with those students from Co-educational institutions. The purpose of selecting such a survey is to explore adolescent Muslim students' attitudes and their untouched problems in these type of colleges. Such a survey calls for a questionnaire cum attitude scale approach as the main tool of research. The attitude was investigated by asking a number of questions regarding self. Each question had two or more alternative answers, provided with a rectangle to put a tick mark indicating their most appropriate choice. At the end of questionnaire an empty space was provided to reason out their answers. The comments obtained from them not only gave us the respondents' clear line of thinking but also provided us with a rich source of qualitative information to support quantitative data obtained from the questionnaire. The information through interviews also supported the interpretation of quantitative data obtained by questionnaire-cum attitude scale prepared for adolescents.

Adolescent

The adolescence is characterized by drastic physical, mental and psychological change. Adolescence describes the teenage years between 13 and 19. Hence the sample selected was Junior college students who fall in age of Adolescence!

Adolescence is the transitional period from late childhood to attaining the level of adulthood; marked with sexual maturity. A child goes through physical and psychological changes to attain puberty. According to the well-known psychologist Stanley Hall, "Adolescence is the period full of storm and stress. Thus, adolescents experience the physiological changes and psychological stress." In Erikson's view, one of life's central conflict comes during adolescence and concerns the question of identity. He also regards adolescence as a critical phase of human development.

Review of Related Literature

It is during adolescence that we last see the cognitive growth, namely formal-operational period-opine Jean Piaget, the first psychologist to make systematic study of cognitive development.

He further explains, early in adolescence, cognitive developments result in greater self-awareness, greater awareness of others and their thoughts and judgments, the ability to think about abstract, future possibilities, and the ability to consider multiple possibilities at once. As a result, adolescents experience a significant shift from the simple, concrete, and global self-descriptions typical of young children; as children, they defined themselves by physical traits whereas as adolescents, they define themselves based on their values, thoughts, and opinions.

Adolescents can conceptualize multiple "possible selves" that they could become and long-term possibilities and consequences of their choices. Exploring these possibilities may result in abrupt changes in self-presentation as the adolescent chooses or rejects qualities and behaviors, trying to guide the actual self toward the ideal self (who the adolescent wishes to be) and away from the feared self (who the adolescent does not want to be)-Markus & Nurius. The personality traits adolescents use to describe themselves refer to specific contexts, and therefore may contradict one another. The recognition



of inconsistent content in the self-concept is a common source of distress in these years. Adolescents attempt to define their identity by consciously styling themselves in different manners to find what best suits them.

Erikson's theory of stages of development includes the identity crisis in which adolescents must explore different possibilities and integrate different parts of themselves before committing to their beliefs. He described the resolution of this process as a stage of "identity achievement" but also stressed that the identity challenge "is never fully resolved once and for all at one point in time".

An adolescent's environment plays a huge role in their identity development. While most adolescent studies show that the more privileged upbringing people have, the more successfully they develop their identity. Adolescence is a sensitive period in the development process, and exposure to the wrong things at that time can have a major effect on future decisions.

The relationships adolescents have with their peers, family, and members of their social sphere play a vital role in the social development of an adolescent. As an adolescent's social sphere develops rapidly as they distinguish the differences between friends and acquaintances, they often become heavily emotionally invested in friends.

One adolescent characteristic on which there is almost universal agreement is adolescents' preoccupation with themselves. This concern for the "Inner Self" comes from major changes like physical, sexual makeup, on their appearance, on their feelings and on their thoughts-in short on /their identity. These new preoccupation are a natural outgrowth of changes that have occurred throughout childhood and that coverage on adolescent psyche –opines Holmes and Marrison.

For Ericson, the young infant has to cope up with psychosocial conflict like trust/ mistrust, autonomy/shame, initiative/guilt, industry and feeling of inferiority. By adolescence the child has already had to cope with a number of major conflicts, the outcome of which have become parts of his personality and which contributes to his growing sense of identity.

The attitudes of boys and girls differ, so also do the attitudes of master and mistresses. In other words Benjamin Gott 'Of there be any difference in the kind of influence exerted by adult members of the two sexes upon younger people, then a co-educational school is the only one in which both points of view can be preserved and both kinds of influence exerted'.

Studies of boys by Cooper Smith investigated factors influencing self-acceptance. The younger, were given a variety of tests of personality and ability. In general, the boys who seemed to be more competent regarded themselves more positively by virtue of their achievement in a variety of areas; they received greater recognition from others, which enhanced their self-image. Boys with high self-esteem more often had mothers who rated them positively than boys with low self-esteem.

An investigation by Simmons found that when youngsters enter Junior high school normally there a disturbance in their self-image.

Monge in a factor analytic study of students in grades six through twelve studied the self-concept of adolescents. He found considerable consistency among the adolescents of varying ages in their self-concepts, males showed greater consistency of self-concepts than females. According to Bardwick, because females in America tend to be devalued in comparison with men, it has been alleged that females have fewer positive feelings about themselves than men.

In a study of stability and change in eleven and seventeen-year olds, Carlson found that at both ages no sex difference appeared in either the level or the stability of the adolescents' self-esteem.

Silverman & Associates found that female college students were similar to male college students in the percentage of favorable adjectives they used in describing themselves.

Carlson, college males are more individualistic than college females and females are more socially oriented than males in their own self-description.

In a study by Simmons, data were obtained from students in grade three to twelve. The findings indicate that a disturbance of the self-image is more likely to occur in adolescence than in earlier years.

In a long-term study of students in a women's college, Sanford noted that senior girls were on an average more self-critical and more uncertain of themselves than they were as fresher.



Dale has concluded that, mixed schools were more successful than single-sex schools in every way academically, attitudinally and socially. He also found that Pupils in mixed schools appeared to be less anxious about the school than pupils in single-sex schools.

Research Questions

1. Does the attitude towards self depends upon the type of college in which an adolescent is studying?
2. Does the attitude towards self depends upon the sex of the student?
3. Does the attitude towards self depends upon the religion of the student?

Objectives

1. To study the relationship between the type of college (Single-sex/Co-educational) and adolescent Muslim students' attitude towards self.
2. To study the relationship between the sex (Boys / Girls) of the adolescent Muslim student and his / her attitude towards self.
3. To study the relationship between the religion of the adolescent Muslim student and his / her attitude towards self.

Methodology

The following methodology was adopted for the study:

1. Type of the Study

The Junior colleges of Single-sex and Co-education were selected. Hence, sample was chosen for this research. The study was limited only to Junior colleges as 'Adolescent' students were the focus of attention. The sample of students was deliberately selected, as they were easily available and responded to questionnaire enthusiastically. Not only this, but they were outspoken and related the questions to their subjective problems arising out of their experience. Such investigation calls for the survey method. The researcher prepared the questionnaire cum attitude scale. The specially designed students' questionnaire-cum-attitude scale contained 12 questions with different number of options relating to the nature of each question elicited students' attitudes towards their own self.

The independent variables were as follows:

1. Type of an institution: Single-sex and Co-educational.
2. Sex of the pupil: Male or Female
3. Religion of the Pupil: Muslim

Whereas the dependent variable was: Attitude towards Self

To support the quantitative data received from the questionnaire-cum-attitude scale, the researcher also prepared a separate questionnaire for an interview. Though the interview schedule was time consuming, it has given excellent qualitative information and in-depth insight into the problem at hand. Thus study of some documents, use of questionnaire-cum-attitude scale and interviews were the tools used by the researcher to investigate the problem.

2. Sample of the Study

Junior Colleges

The sample was a chosen sample. This was done to facilitate the collection of data. The sample was chosen on the basis of the type of institution (co-education, single-sex), gender (Boy/Girl) and the religion (Muslim).

Table 1, Type of the Institution and No. of Muslim Students

Religion	Single-sex	Co-education	Total
Muslim	271	156	427

Table 2, Gender of Student and Religion

Religion	Boys	Girl	Total
Muslim	189	238	427

Definitions

1. Co-education: The education of boys and girls together in the same institution.
2. Single-sex Colleges: Colleges where either boys or girls are educated exclusively, or colleges admitting students of one sex.
3. Attitude: An attitude is a predisposition to classify objects and events and to react to them with evaluative consistency.



Conclusion

1. The Muslim students from co-education institute feel more friendly and free as compared to students from single-sex institution. It was found that student's from both type of an institution feel less unsafe, embarrassed and rejected.
2. The Muslim students studying in both institution feel that everybody treats them as an adolescent and feel less self-conscious.
3. The Muslim students coming from single-sex and co-educational institutions get easily adjusted with the percentage of 82% and 85% respectively.
4. When asked about whether they are able to take their own decision, the Muslim students from co-education Institute responded yes with percentage of 83% as compared to students from single-sex with 72 %.
5. It was found that the Muslim students from both type of an institution feel equally confident and are not ashamed of their own gender.
6. The Muslim students from both type of an institution feel superior and do not experience inferiority complex.
7. When asked about shyness and fear the 91% of Muslim students from single-sex Institute replied negatively as compared to 61% Muslim students from co-education institute.
8. When participation in social activities like sport, etc the Muslim students from both institution showed inhibition as compared to freeness in daily activities.
9. The Muslim students from both type of an institute responded that they do feel tensed and insecure.
10. The Muslim students from both type of an institution do equally feel self –respected.
11. Muslim student from Single-sex institution (81%) do not feel free to participate in social activities as compared to Muslim students from Co-education (67%).
12. Muslim students from both type an institution feel free in their daily activities.
13. Muslim student from Co-education feel more tensed and insecure as compared to Muslim students of Single-sex Institution.
14. Muslim girls feel more friendly with 80% as compared to Muslim boys with only 59%.
15. Muslim boys are more self -conscious than Muslim girls.
16. Muslim boys are able to take their own decision as compared to Muslim girls.
17. Muslim boys and girls equally feel adjusted to college atmosphere.
18. Muslim boys as well as Muslim girls always feel confident.
19. Muslim girls feel more superior to Muslim boys.
20. Only 30% of Muslim girls feel shy and afraid whereas only 24% boys feel shy and afraid.
21. Muslim boys and girls do not feel free to participate in social activities like sports and extracurricular.
22. Both Muslim boys and girls feel tensed and insecure with 85% and 75% respectively.

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