



Influence of Systems of Education and Gender on Academic Achievement

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ABSTRACT

This study aimed to find the influence of system of education (Madarsa and Government Elementary Schools) and Gender on Academic Achievement of students. In order to realize the objectives of the study, quantitative descriptive survey method was used. The sample consisted of 268 students from Government Elementary Schools affiliated to Madhya Pradesh Board of Secondary Education and 254 students from the Madarsas affiliated to Madhya Pradesh Madarsa Board, Bhopal. Thus, the total sample comprised 522 students studying in Class VIII. For measuring achievement in Hindi Language, Academic Achievement test for Hindi developed by Hasan was used, and for measuring achievements in Mathematics and Social Studies, self-developed tests were used. Obtained data was analyzed with the help of t-test and Two-Way ANOVA. The findings of the study revealed that the mean score of Academic Achievement for the students of Madarsa was higher than those of Government School students. Gender did not influence the Academic Achievement of students studying in Madarsa System of Education but it influenced significantly to the Academic Achievement of students studying in Government Elementary Schools. It was also found that there is no significant combined influence of system of education (Madarsa and Government Elementary Schools) and Gender on Academic Achievement of students.

Keywords: Systems of Education, Madarsa System of Education, Government Elementary Schools, Gender, Academic Achievement.

1. Introduction

Education has been acclaimed as the prime index of development for any Nation. It opens the new horizon to modernization. Not only does it transmit and preserve knowledge from one generation to another, but also it transmits and preserves attitudes, values, skills, belief, culture, traditions and customs. Further, education begins with the lap of mother and ends with the grave. In this process, the early period of a child's life plays a crucial role because the foundations of different aspects of life are laid down in this period. Thus, education has been perceived to be a significant instrument in improving the status of any community and consequently there have been efforts to improve the access of education. Since Independence, several steps towards the Universalization of Elementary Education (UEE) were taken, of which the remarkable one was when Article 45 of the Indian Constitution had provided free and compulsory education for 6 to 14 years of children to become a RTE Act in 2009.

India being a democratic and secular country comprises peoples belonging to various caste, colour, creed, race, region and religion. Several agencies have tried to keep the entire groups mainstream and to achieve the goals of UEE like, providing equity, equality and quality education across the country but the target has not been achieved yet. In ancient India, different communities had their own traditional systems of education. One of such type of educational system - to cater the educational needs of Muslim community - is Madarsa System. Nowadays, Madarsas in India, have not been centrally institutionalized completely except some states in India, and they need to be modernized and recognised by the central system so that in broader perspective, they may contribute in achieving the goals of UEE and in narrow sense, the students may not face problems when they want to shift from one system to the other.

Madarsa is an Arabic word that means "Place of Dars or Instruction." The Arabic word Madarsa (plural-Madaris) has two meanings. (1) In its general and literal meaning, Madarsa is simply an educational institution or school. (2) In its specific meaning, a Madarsa is an academic institution that teaches Islamic subjects such as the Qur'aan, and Hadees - the Prophet Muhammad's sayings (Hadith), precedents (Fiqh), and law (Blanchard, 2007). Since the establishment of Delhi Sultanate in 1206 A.D., Madarsas were the only places where formal education, including religious as well as contemporary knowledge, was imparted. Madarsas were also the centers of social reforms and they were the chief means for inculcating moral values. They happened to be the leading agency for imparting education and literacy but in the recent past somehow they were marginalized. Therefore, to uplift the community and the nation as a whole, it is the need of hour to find the status of Madarsa Education by carrying out researches on Madarsas.

1.1 Significance of the Study

Academic achievement is an important component of the teaching-learning process. It is used as a primary factor for assessing a student's overall knowledge, performance, potential and abilities. It helps the teachers to identify the weakness of students and thereby evolving strategies to overcome them. It not only helps students in better adjustment, but also lays the foundation for their future educational and career prospects. Also, the position of any student in the class is determined by his or her academic performance. It allows student to refine their skills, enhance their abilities, and prepare them for the better future. There are various factors which affects the academic achievement such as gender, home and school environment, class size, locality, socio-economic status, parents' qualification and profession, family size, self-concept, values, personality traits, stress, anxiety, students' attendance, different subjects, teachers' qualification, teacher-student ratio, types of schools, its distance from home, and so on. Gender difference is an important factor which affects academic achievement and also categorizes different areas of excellence among genders. Many researches have been conducted on achievement with other variables in school settings but very limited have been conducted on Madarsa System of Education. From the above point of view, researchers planned to carry out a study on academic achievement of Madarsa and School students. Hence, the problem stated as "Influence of Systems of Education and Gender on Academic Achievement".

1.2 Operational Definitions of Key Terms

The operational terms used in the study have been defined as under:

Academic Achievement: Academic achievement is defined as "a set level of achieving proficiency in academic work as assessed by the teacher, through standardized tests, or through a combination of both". In this study, it measures mean scores of academic achievements in the subjects of Hindi, Social Studies and Mathematics of students studying in Madaras system of education and students of government elementary schools.

Government Elementary Schools: Government Elementary Schools refers to the institutions that provide education from class I to class VIII. In the present study, students of class VIII from Government Elementary Schools of Bhopal, Raisen and Vidisha Districts of Bhopal Division of Madhya Pradesh state represented the Elementary School Students.

Madarsa System of Education: Madarsa System of Education refers to "an academic institution that teaches Islamic subjects such as the Quran, the Prophet Muhammad's sayings (hadith), precedents (fiqh), and regulation". In the present study, Madaras refers to those affiliated from Madhya Pradesh Madarsa Board, Bhopal and situated in the Bhopal, Raisen and Vidisha Districts of Bhopal Division represented as Madarsa System of Education.

1.3 Objectives of the study

The objectives formulated for the study were:

1. To compare the mean scores of Academic Achievements of students studying in Madaras system of education with students of Government Elementary schools.
2. To find out the influence of gender on Academic Achievement of students studying in Madarsa system of education and Government Elementary schools.
3. To find out the combined influence of the system of education (Madarsa and Government Schools) and Gender on academic achievement of students.

1.4 Hypotheses for the Objectives

All the objectives were tested through the Null Hypotheses (H₀) and these were:

1. There will be no significant difference between the mean scores of Academic Achievements of students studying in Madaras system of education with students of Government Elementary schools. (for objective 1)
2. There will be no significant influence of gender on Academic Achievement of students studying in Madarsa system of education and Government Elementary schools. (for objective 2)
3. There will be no significant combined influence of the system of education (Madarsa and Government Schools) and Gender on academic achievement of students. (for objective 3)

1.5 Delimitations of the study

The study was confined to:

1. Elementary level of Education only.
2. One Division of Madhya Pradesh State i.e. Bhopal Division only.
3. Three Districts of Bhopal Division i.e. Bhopal, Raisen and Vidisha Districts only.

4. VIII class students of Madarsa and Government Elementary Schools.
5. Academic Achievements in the subjects of Hindi, Social Studies and Mathematics only.

2. Literature Review

Studies show that academic achievement varies with different demographic variables such as age, gender, caste, family size, family environment, parents' qualification and vocation, socio-economic-status, residential background, religion, types of school and its management, teachers' experience, teachers' training, etc. Among these demographic variables, the most researched one is the gender. Researches on comparison of achievement on the basis of gender showed varied results. Suneetha et al. (2001) studied the factors affecting academic achievement and found that gender plays a very important role for academic achievement and it was found that girls scored more than the boys. Raychaudhuri, et.al. (2010) conducted the study to examine the performance of elementary school students in annual examinations and it was reported that academic achievement was significantly associated with the gender of the students (Grewal, 2014). Whereas, Nuthanap (2007) examined gender differences in academic achievement among Dharwad high school pupils (Karnataka). Results revealed no significant difference between the academic achievement of boys and girls (Anandan, 2013). Studies on achievement in relation to locality showed inconsistent findings. Gakhar and Aseema (2004) carried out a study on the impact of stress, self-concept, gender, and location on teenage academic achievement and reasoning ability. Academic achievement was found to be positively correlated with the students of urban areas because urban students get more exposure than that of rural students. Singh (2011) investigated and compared learning achievement of elementary school students in urban slums of Varanasi city. The findings of the study showed that achievement of urban slum areas of Varanasi city was found to be higher than rural areas. Also, higher learning achievement was reported in private school students than government school students. This might be due to more dedicated staff and strict management found in the private educational institutions than any other types of management. Anandan (2013) studied Out-of-school children's academic achievement in Nagapattinam's non-residential and residential special training institutions (Thanjavur and Coimbatore Districts) and students from rural areas were found to be better than urban areas in their academic achievement. Family and school climate also plays an important role in academic achievement of students. Grewal (2014) conducted a study on Academic Achievement of Adolescents in relation to Family Climate. Significant differences were reported in the academic achievements of adolescents in satisfactory and unsatisfactory family climates.

Increasing drop-out rates have been observed across the levels of education. But, this situation is alarming in the case of madarsa education. Ishtiyaque&Abuhurera (2014) conducted an extensive research on madarsa education. The main aim of this research was to see if Madarsa education is a barrier to contemporary education or if institutions have helped Madarsa trained people to improve their socioeconomic conditions. The result reveals that only 3% of Madarsa educated individuals have progressed to a high level of socioeconomic development. According to the report, about 78% of Madarsa educated persons were working in some capacity, 20% were involved in agriculture, and the other 2.2% were unemployed. Measures should be taken to encourage the madarsa students to continue their education at higher education levels and here an urgent intervention is needed from the part of the government to design some policies for madarsa students so that they may continue their education. Obviously, in this process, madarsa students face many challenges which may be addressed timely. Parveen (2021) conducted a study to examine the social, academic, and technological issues faced by Madarsa students who enrolled in various courses at Maulana Azad National Urdu University-Hyderabad. The findings revealed that 51.63% of Madarsa students had technical difficulties in applying for admission online, filling out forms, printing them out, saving them, checking attendance, results, downloading hall tickets, watching educational videos, and drawing material from the internet. Also, 65.60% of Madarsa students report academic issues with the course structure, difficulty level, syllabus, novelty, course assignments, instructional techniques, participation in co-curricular activities, test preparation, and academic atmosphere. It was also reported that 74.80% of Madarsa students have social issues such as making friendships, participating in talks with friends, social relationships with friends, and exchanging resources.

3. Methodology of the Study

In order to accomplish the objectives of the study the quantitative descriptive survey method was used and suitable tools of academic achievements were administered on the students. Students of VIII class studying in Government Elementary Schools affiliated to Madhya Pradesh Board of Secondary School, Bhopal and students of Madarsas affiliated to Madhya Pradesh Madarsa Board, in the academic year 2021 from three Districts (namely Bhopal, Raisen and Vidisha) of Bhopal Division were selected as a population for the present study. The total sample of 522 students, comprising 268 students from Government elementary schools and 254 from the Madarsa students of Class VIII from three Districts (namely Bhopal, Raisen and Vidisha) of Bhopal Division were selected through purposive sampling technique. To collect the data of Academic Achievement, Academic Achievement test for Hindi developed by Hasan (unpublished), and for Academic Achievements in Mathematics and Social Studies, both the Test developed by Husain (unpublished) were used. The data was analyzed with the help of statistical techniques of mean, t-test and Two-Way ANOVA.

4. Analysis and Interpretation

The first objective of the study was to compare the mean scores of Academic Achievements of students studying in Madarsas system of education with students of Government Elementary schools and the concerned null hypothesis for this objective was "There will be no significant difference between the mean scores of Academic Achievements of students studying in Madarsas system of education with students of Government Elementary schools". To verify this H₀, t-test was applied and output has been presented in the following table 1.

Table 1 - Comparison of Academic Achievement of Madarsa and School students.

Types of Institution	N	Mean	Std. Deviation	df	t-value	p-value/ remarks
Madarsa	254	78.71	11.32	520	2.98	0.003 (Sig.)
School	268	75.60	12.47			

Table 1 shows that the t value for Academic Achievement is 2.98 which is significant on $df=520$ at 0.01 level. Hence, the null hypothesis that “There will be no significant difference between the mean scores of Academic Achievements of students studying in Madarsas system of education with students of Government Elementary schools” is rejected and alternate hypothesis is accepted. It means that academic achievement differs significantly between Madarsa and Government School students. It also reveals that the mean score of Academic Achievement for the students of Madarsa is higher than those of Government School students.

The second objective of the research was to find out the influence of gender on Academic Achievement of students studying in Madarsa system of education and Government Elementary schools and the concerned null hypothesis for this objective was “There will be no significant influence of gender on Academic Achievement of students studying in Madarsa system of education and Government Elementary schools”. To verify this H_0 , t-test was applied and output has been presented in the following table 2.

Table 2 - Influence of Gender on Academic Achievement of Madarsa and School Students.

Type of Institution	Gender	N	Mean	Std. Deviation	df	t-value	p-value/ remark
Madarsa	Girls	124	77.97	11.05194	252	-1.024	.307 (NS)
	Boys	130	79.42	11.57575			
School	Girls	130	73.20	12.55771	266	-3.113	.002 (Sig.)
	Boys	138	77.87	11.99746			

From Table 2 it is clear that the t value of *Academic Achievement* for Madarsa students is -1.024 which is not significant on $df=252$ at 0.05 level. Hence, the null hypothesis that “There will be no significant influence of gender on Academic Achievement of students studying in Madarsa system of education and Government Elementary schools” is not rejected. It shows that the mean scores of *Academic Achievement* of boys and girls students of Madarsa are similar.

Further, Table 2 reveals that the t value of *Academic Achievement* for School students is -3.113 which is significant on $df=266$ at 0.01 level. Hence, the null hypothesis that “There will be no significant effect of gender on Academic Achievement of students studying in Government Elementary schools” is rejected and the alternate hypothesis is accepted. It shows that the mean scores of *Academic Achievement* of boys and girls students of Government School differ significantly and boys of Government Schools have higher academic achievement than girls of Government Schools.

The third objective of the research was to find out the combined influence of system of education (Madarsa and Government Schools) and Gender on academic achievement of students and the concerned null hypothesis of this objective was “There will be no significant combined influence of the system of education (Madarsa and Government Schools) and Gender on academic achievement of students”. To verify this H_0 , two-way ANOVA was applied and output has been presented in the following table 3.

Table 3: Summary of two-way (2x2 Factorial Designs) ANOVA showing combined influence of system of education and Gender on Academic Achievement of Students

Source of Variance	Sum of Squares (SS)	df	Mean Sum of Squares (MSS)	F	Sig.
Type_of_Institution	1301.762	1	1301.762	9.317	.002
Gender	1222.146	1	1222.146	8.747	.003
Type_of_Institution X Gender	336.573	1	336.573	2.409	.121
Error	72372.054	518	139.714		
Total	3179565.000	522			

Table 3 reveals that the F-value for combined effect of Types of Institution and Gender on Academic Achievement is 0.121 which is not significant at .05 level with $df=(1, 518)$. Hence, the null hypothesis that “There will be no significant combined influence of the system of education (Madarsa and Government Schools) and Gender on academic achievement of students” is not rejected. It may be inferred that different combinations of Types of Institution and Gender of the students do not produce any difference in the scores of Academic Achievement. In other words, boys of Madarsa, boys of Government School, girls of Madarsa and girls of Government School did not differ in their academic achievement.

5. Findings/ Results of the Study

The objective-wise findings of the study are as follows:

In relation to the first objective, i.e. “To compare the mean scores of Academic Achievements of students studying in Madaras system of education with students of Government Elementary schools”, it was found that there is a significant difference between academic achievement of students studying in Madarsa system of education and the students of Government Elementary schools. It means that academic achievement differs significantly between Madarsa and Government School students. It was also revealed that the mean score of *Academic Achievement* for the students of Madarsa is higher than those of Government School students.

With reference to the second objective, i.e. “To find out the influence of gender on Academic Achievement of students studying in Madarsa system of education and Government Elementary schools”, it was found that there is no significant influence of gender on the Academic Achievement of students studying in Madarsa System of Education. It shows that the mean scores of *Academic Achievement* of boys and girls students of Madarsa are similar. But, gender influences significantly to the Academic Achievement of students studying in Government Elementary Schools. Alternatively, it may be inferred that the mean scores of *Academic Achievement* of boys and girls students of Government School differ significantly and boys of Government Schools have higher academic achievement than girls of Government Schools.

In regard to the third objective, i.e. “To find out the combined influence of the system of education (Madarsa and Government Schools) and Gender on academic achievement of students”, it was found that there is no significant combined influence of the system of education (Madarsa and Government Schools) and Gender on Academic Achievement of students. It may be inferred that different combinations of Types of Institution and Gender of the students do not produce any difference in the scores of Academic Achievement. In other words, boys of Madarsa, boys of Government Schools, girls of Madarsa and girls of Government Schools did not differ in their academic achievement.

6. Conclusion

This study may help to understand the students’ achievement in Madarsa system of education. Further it removes the misconception about Madarsa regarding the curriculum they transect and its quality. It strengthens the belief that Madarsa also plays a vital role in the process of universalisation of elementary education (UEE). It may provide the guidelines for making policy regarding the Madrassa system of education and thereby uplifting the marginalized and weaker sections of the society. Moreover, the modernization process of Madarsa should be accelerated in all the states across the country. Job oriented curriculum should be incorporated and their curriculum should be designed so that they cater the needs of the society. This will help to uplift development of the country in general and the socio-economic-status of the Muslim community in particular.

7. Recommendations

This research has the potential to bridge the gap between Madrassa and schools. It will open the avenues for further research on Madaras. It may give the opportunities to Madarsa teachers to widen and expose the teaching learning experiences. It can motivate the teachers to get training in the relevant field. It may also motivate the teachers to undergo the research related by means of creating interest in solving the day to day problems of the teaching learning process. Also, it will help in improving the living standard of marginalized sections of the society. Further, it may help in meeting the objectives of universalisation of elementary education (UEE). It will suggest creating better educational environment in both the systems of education i.e. Madrassa and Schools. It may rectify the misconceptions and develop a favorable attitude towards madaras specially in the current scenario when the madaras are criticized for the reasons- like, type of curriculum they transact, its quality, values they inculcate in the students, training of teachers, etc. -it is the need of the hour that researches should be carried out on madarsa system of education. The findings of this research may help the people in general and policy makers and curriculum developers in particular to change their perception and attitude towards madarsa system of education. It will attract the attention of the government too to review and improve the present status of madaras and to provide due weightage of madaras in the present education system in India. Though the main emphasis in Madarsa system is given on religious education across all the period and territories however, the government and the curriculum planners should also review madarsa curriculum and incorporate the subjects having contemporary importance and the practical usage in life. There is an urgent need of providing support from the government to the madaras financially, morally and logistically. More training programmes for madarsa teachers should be organized systematically to prepare them for imparting advanced techno-pedagogical content knowledge. Also, madarsa students should be encouraged to continue their studies at higher educational levels by recognizing their courses and by providing career opportunities so that they may also contribute to the development of our country and finally, problems of madarsa stakeholders should be addressed and resolved; opportunities for gaining exposure of madarsa students should be provided. Inclusion of madaras into the mainstream of Indian education should be the target of our visionary educationists because Madaras can turn out to be valuable asset for Indian economy if properly managed.

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