

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

Dr. Naushad Husain

Assistant Professor

Maulana Azad National Urdu University, Hyderabad

&

Dr. Talmeez Fatma Naqvi

Associate Professor, College of Teacher Education, Bhopal

Maulana Azad National Urdu University, Hyderabad

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.

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

Dr. Naushad Husain

Assistant Professor

Maulana Azad National Urdu University, Hyderabad

&

Dr. Talmeez Fatma Naqvi

Associate Professor, College of Teacher Education, Bhopal

Maulana Azad National Urdu University, Hyderabad

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

environmental factors goes to form and determine overall personality with all its traits. The personality traits influence learner's potentialities of learning and thereby decide what a learner achieves or fails to achieve(Naqvi &Hasan 2018).

The two sets of students may bear similarities on a number of counts, yet they carry some notable dissimilarity. The Madrasa students hail from marginalized section of the minority community that is educationally backward. They belong to economically poor and/or illiterate families. The environmental difference between the families of children of minority community and that of the children of other communities is considerable (Hussain, M.G.2004), and it is worth taking note of.

The difference-in family and community environment finds further sustenance from the difference prevailing in the Madrasas and the school environment. The two sets of students are exposed to different type of environment. The Madrsas present religious that is less open environment whereas the government schools generally have more open, secular environment.

Kagade (1997) studied personality factors of student's of classes VIII & IX and found that girls were more extrovert than boys. Bharadwaj (1997) studied psycho social adjustment among adolescents and found that extraversion and neuroticism were related to adjustment among adolescents. Hussain (1998) studied adjustment patterns and personality traits and found a significant relationship between adjustment and personality patterns among male and female; all personality traits and adjustment patterns were positively and significantly correlated. Chandra and Kundu (1981) studied the relationship between personality factors and academic achievement of 108 students of Home Science from 1st and 2nd year classes and showed that there was no significant relationship between selected personality characteristics and academic achievement of home science students.

The two institutions of learning carry marked difference even in the overall atmosphere, teacher-taught relationship mode and methods of teaching-learning, attitude towards discipline, learning-facilities, etc. The difference in the aims and objectives bring about qualitative difference in the focus, attitude, and nature of interaction between the characters involved in the processes of teaching and learning. The difference in environment may be seen as a factor influencing students' development of their personality in different ways. The question comes up: what difference gets reflected on the personality of the students of the environments of the two sets of institutions under reference. To be more specific, it may be asked as to what type of personality traits Madrasa and Government Elementary school students come to possess and whether the gender play some role in the making of personality.

Statement of the problem

In view of the above, the present study sought to study whether type of institution and Gender either independently or in combined way, is source of variation for the Personality Traits of elementary school students

Design of the Study:

For achieving the objectives of the present study descriptive method with quantitative approach has been used.

Sample of the Study:

The sample consisted of 804 students which included 427 from Bhopal division and 377 from Indore division. Out of the gross 804 students, 431 students were from Government Elementary Schools and 373 students from Madrasas.

Tool used for the Study:

For achieving the objectives the following research tool was employed for data collection:

Jr. Sr. High School Personality Questionnaire (HSPQ)

Jr. Sr. High School Personality Questionnaire H.S.P.Q. (1999) prepared by Dr. R.B. Cattell and Mary D. L. Cattell (1999) was used. It measures 14 personality factors viz. A (Reserved/Warm-hearted), B (Less Intelligent/More Intelligent), C (Affected by feelings/Emotionally Stable), D (Undemonstrative/Excitable), E (Obedient/Assertive), F (Sober/Enthusiastic), G (Disregards rules/Conscientious), H (Shy/Adventurous), I (Tough Minded/Tender minded), J (Zestful/Circumspect individualism), O (Self Assured/Apprehensive), Q2 (Socially group dependent/self sufficient), Q3 (Uncontrolled/Controlled) and Q4 (Relaxed/Tense) by 142 questions. The scoring was done with the help of two stencils provided along with test.

Data Collection

Having acquired the official authorisations and informed consent assurance, an instrument was administered in the selected elementary schools and Madrsas of Bhopal and Indore division. Scoring was done as per the scoring keys and instruction given in the manual. The obtained data was tabulated in computer and analyzed with the help of Statistical Package for Social Sciences (SPSS).

Results and Discussion

Influence of Types of Institution and Gender on Personality Traits

In order to study main effect whether system of education and gender either independently or when combined produce variation in the Personality Traits of class VIII students studying in Madrasa and Government Elementary Schools the statistical technique ANOVA has been used. Since Personality Traits tool has fourteen factors to make it more comprehensible analysis has been presented in following Tables:

Table-1: Summary of ANOVA Showing Main Effect and Interaction Effect on Personality Trait 'A' (Reserved/ Warm hearted) of Madrasa and GES students

Source of Variation	Sum of Squares	Df	Mean Square	F-value	Inference
Institution Type (A)	12.065	1	12.065	3.229	NS
Gender (B)	14.278	1	14.278	3.281	0.05*
Institution Type and Gender (A*B)	20.081	1	20.081	5.374	0.05*
Error	2989.16	800	3.736		
Total	96251.00	804			

NS-Not Significant * $p < 0.05$

Table-1 indicates that type of institution is not a source of variation for the personality trait 'A' (Reserved/ Warm hearted) of students studying in Madrasa and Government Elementary Schools. Further gender is a source of variation for the personality trait 'A' and also the type of institute and gender when combine affect personality trait 'A'.

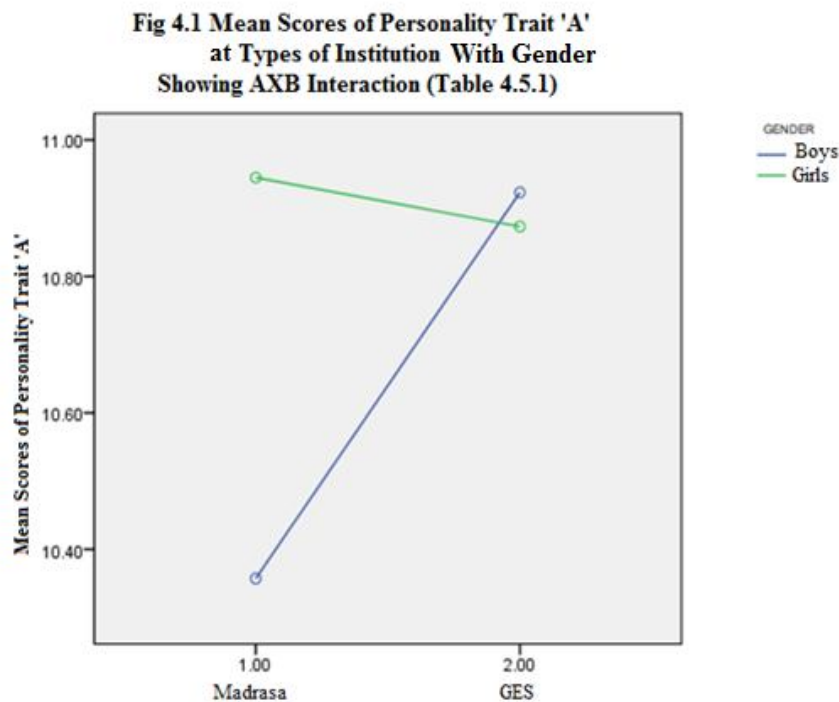


Fig 4.1 depicts that Madrasa boys are of reserved nature in comparison to GES boys. The variation between the two is quite evident from the above fig. Madrasa girls are slightly less reserved than GES girls. Interactional effect represents the combined effect of type of institution and gender on Personality Trait 'A'.

Table-2: Summary of ANOVA Showing Main Effect and Interaction Effect on Personality Trait 'B' (Less intelligent/more intelligent) of Madrasa and Government Elementary School students

Source of Variation	Sum of Squares	Df	Mean Square	F-value	Inference
Institution Type (A)	0.917	1	0.917	0.543	NS
Gender (B)	0.042	1	0.042	0.025	NS
Institution Type and Gender (A*B)	12.877	1	12.877	7.629	0.01**
Error	1350.413	800	1.688		
Total	19945.00	804			

**p<0.01, NS-Not Significant

Table-2 indicates that type of institution and gender are not a source of variation for the personality trait 'B' (Less intelligent/more intelligent) of students studying in Madrasa and Government Elementary Schools. Further the type of institution and gender when combine affect personality trait 'B'.

Fig 4.2 Mean Scores of Personality Trait 'B' at Type Institution with Gender

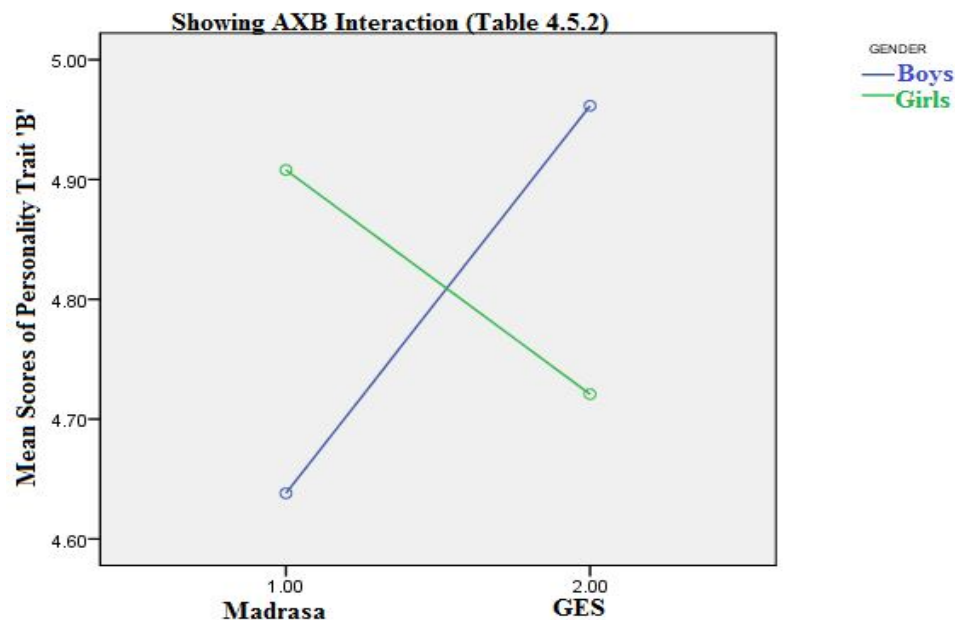


Fig 4.2 portrays that GES boys are higher in the trait of Intelligence in comparison to Madrasa boys. The variation between the two is quite evident from the above fig. It is very interesting to note that Madrasa girls are higher in intelligence than GES girls. Interactional effect represents the combined effect of type of institution and gender on Personality Trait 'B'.

Table-3: Summary of ANOVA Showing Main Effect and Interaction Effect on Personality Trait 'C' (Affected by feelings and emotionally stable) of Madrasa and GES students

Source of Variation	Sum of Squares	Df	Mean Square	F-value	Inference
Institution Type (A)	57.524	1	57.524	13.282	0.01**
Gender (B)	108.691	1	108.691	25.096	0.01**
Institution Type and Gender (A*B)	266.005	1	266.005	61.420	0.01**
Error	3464.730	800	4.331		
Total	102257.00	804			

**p<0.01

Table-3 indicates that type of institution is a source of variation for the personality trait 'C' (Affected by feelings and emotionally stable) of students studying in Madrasa and Government Elementary Schools. Further gender is also source of variation for the personality trait 'C' and the type of institute and gender when combine affect personality trait 'C'.

Fig 4.3 Mean Scores of Personality Trait 'C' With Type of Institution and Gender Showing AXB Interaction (Table 4.5.3)

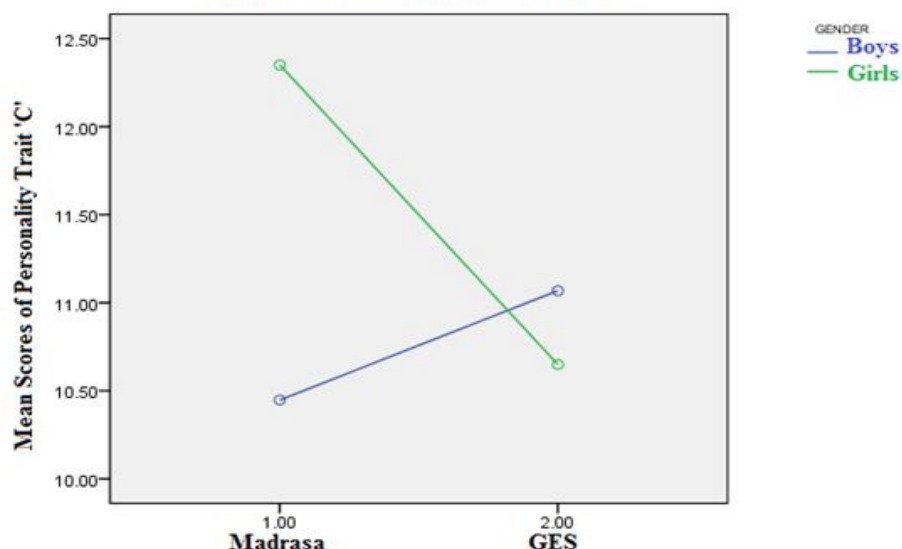


Fig 4.3 depicts that GES boys are of emotionally stable in comparison to Madrasa boys. The variation between the two is quite evident from the above fig. Madrasa girls are of emotionally stable than GES girls. Interactional effect represents the combined effect of type of institution and gender on Personality Trait 'C'.

Table-4: Summary of ANOVA Showing Main Effect and Interaction Effect on Personality Trait ‘D’ (Undemonstrative and Excitable) of Madrasa and GES students

Source of Variation	Sum of Squares	Df	Mean Square	F-value	Inference
Institution Type (A)	966.922	1	966.922	58.367	0.01**
Gender (B)	66.597	1	66.597	4.020	0.01**
Institution Type and Gender (A*B)	43.377	1	43.377	2.618	NS
Error	13252.989	800	16.566		
Total	100378.00	804			

**p<0.01

Table-4 indicates that type of institution is a source of variation for the personality trait ‘D’ (Undemonstrative and Excitable) of students studying in Madrasa and Government Elementary Schools. Further gender is also a source of variation for the personality trait ‘D’ and the type of institution and gender when combine does not affect personality trait ‘D’.

Table-5: Summary of ANOVA Showing Main Effect and Interaction Effect on Personality Trait ‘E’ (Obedient / Assertive) of Madrasa and Government Elementary School students

Source of Variation	Sum of Squares	Df	Mean Square	F-value	Inference
Institution Type (A)	232.139	1	232.139	45.759	0.01**
Gender (B)	18.886	1	18.886	3.723	0.05*
Institution Type and Gender (A*B)	5.833	1	5.883	1.150	NS
Error	4058.490	800	5.073		
Total	74085.00	804			

*p<0.05, **p<0.01

Table-5 indicates that type of institution is a source of variation for the personality trait ‘E’ (Obedient / Assertive) of students studying in Madrasa and Government Elementary Schools. Further gender is also a source of variation for the personality trait ‘E’ and the type of institute and gender when combine does not affect personality trait ‘E’

Table-6: Summary of ANOVA Showing Main Effect and Interaction Effect on Personality Trait 'F' (Sober and Enthusiastic) of Madrasa and Government Elementary School students

Source of Variation	Sum of Squares	Df	Mean Square	F-value	Inference
Institution Type (A)	355.806	1	355.806	73.323	0.01**
Gender (B)	17.622	1	17.622	3.632	0.05*
Institution Type and Gender (A*B)	27.184	1	27.184	5.602	0.01**
Error	3882,073	800	4.853		
Total	101667.00	804			

*p<0.05, **p<0.01

Table-6 indicates that type of institution is a source of variation for the personality trait 'F' (Sober and Enthusiastic) of students studying in Madrasa and Government Elementary Schools. Further gender is also source of variation for the personality trait 'F' and the type of institute and gender when combine affect personality trait 'F'.

Fig 4.4 Mean Scores of Personality Trait 'F' With Types of Institution and Gender Showing AXB Interaction (Table 4.5.6)

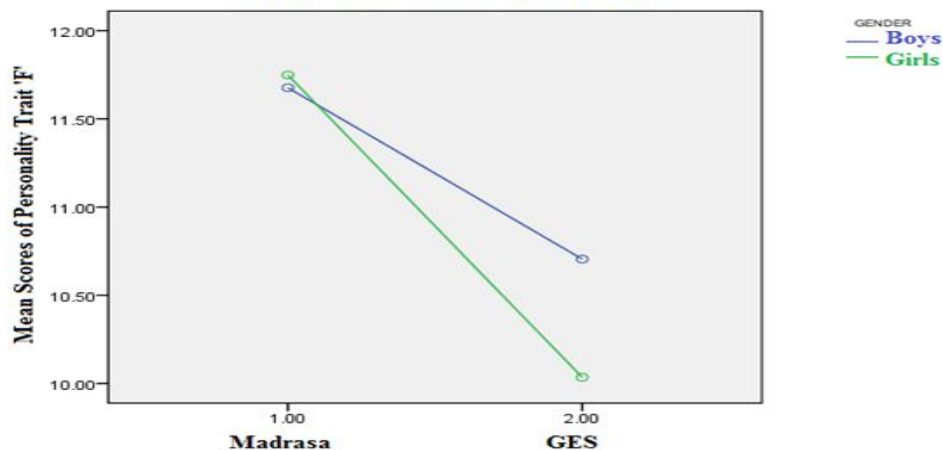


Fig 4.4 shows that Madrasa boys and girls are higher in the Personality Trait 'F' in comparison to GES boys and girls. Interactional effect represents the combined effect of type of institution and gender on Personality Trait 'F'.

Table-7: Summary of ANOVA Showing Main Effect and Interaction Effect on Personality Trait 'G' (Disregard rules and Conscientious) of Madrasa and GES students

Source of Variation	Sum of Squares	Df	Mean Square	F-value	Inference
Institution Type (A)	114.862	1	114.862	26.941	0.01**
Gender (B)	250.813	1	250.813	58.829	0.01**
Institution Type and Gender (A*B)	11.076	1	11.076	2.598	NS
Error	3410.720	800	4.263		
Total	117257.00	804			

**p<0.01

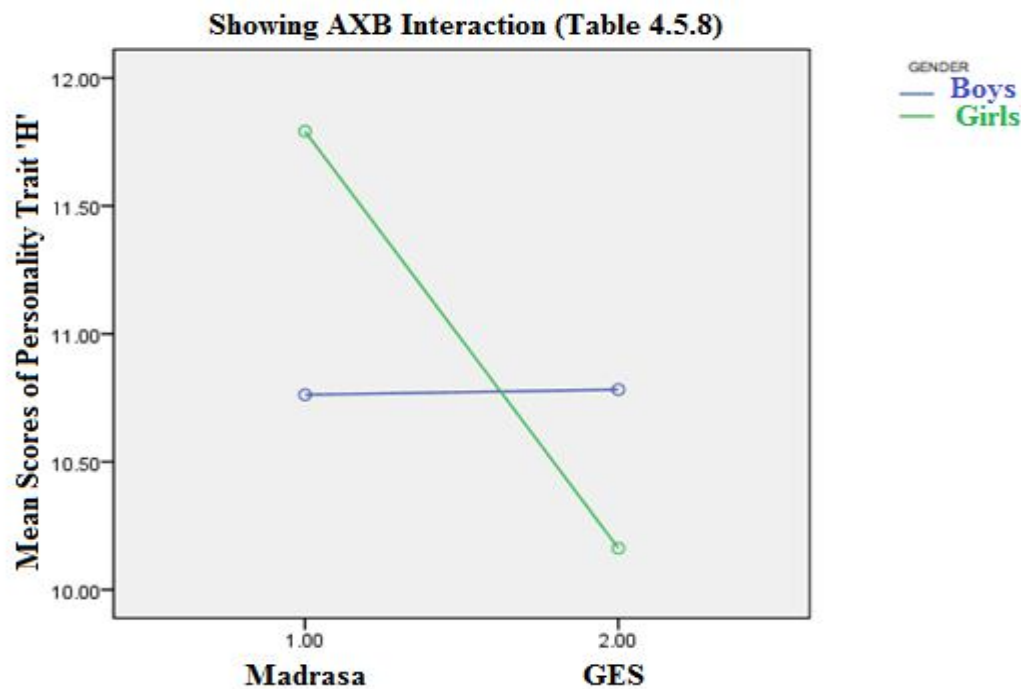
Table-7 indicates that type of institution is a source of variation for the personality trait 'G' (Disregard rules and Conscientious) of students studying in Madrasa and Government Elementary Schools. Further gender is also a source of variation for the personality trait 'G' and the type of institute and gender when combine does not affect personality trait 'G'.

Table-8: Summary of ANOVA Showing Main Effect and Interaction Effect on Personality Trait 'H' (Shyness/ Adventurous) of Madrasa and GES students

Source of Variation	Sum of Squares	Df	Mean Square	F-value	Inference
Institution Type (A)	127.841	1	127.841	37.194	0.01**
Gender (B)	8.298	1	8.298	2.414	NS
Institution Type and Gender (A*B)	134.324	1	134.324	39.081	0.01**
Error	2749.690	800	3.437		
Total	97283.00	804			

**p<0.01

Table-8 indicates that type of institution is a source of variation for the personality trait 'H' (Shyness/ Adventurous) of students studying in Madrasa and Government Elementary Schools. Further gender is not a source of variation for the personality trait 'H' and the type of institute and gender when combine affect personality trait 'H'.

**Fig 4.5 Mean Scores of Personality Trait 'H'
With Type of Institution and Gender**

Figs 4.5 indicate that there is no difference in Madrasa and GES boys on Personality Trait 'H'. Madrasa girls are of adventurous than GES girls. Interactional effect represents the combined effect of type of institution and gender on Personality Trait 'H'.

Table-9: Summary of ANOVA Showing Main Effect and Interaction Effect on Personality Trait 'I' ((Tough Minded/Tender Minded) of Madrasa and Government Elementary School students

Source of Variation	Sum of Squares	Df	Mean Square	F-value	Inference
Institution Type (A)	59.347	1	59.347	7.907	0.01**
Gender (B)	271.029	1	271.029	36.112	0.01**
Institution Type and Gender (A*B)	76.332	1	76.332	10.170	0.01**
Error	6004.262	800	7.505		
Total	120309.00	804			

**p<0.01

Table-9 indicates that type of institution is a source of variation for the personality trait 'I' ((Tough Minded/Tender Minded) of students studying in Madrasa and Government

Elementary Schools. Further gender is also source of variation for the personality trait 'I' and the type of institute and gender when combine affect personality trait 'I'.

Fig 4.6 Mean Scores of Personality Trait 'I' With Type of Institution and Gender

Showing AXB Interaction (Table 4.5.9)

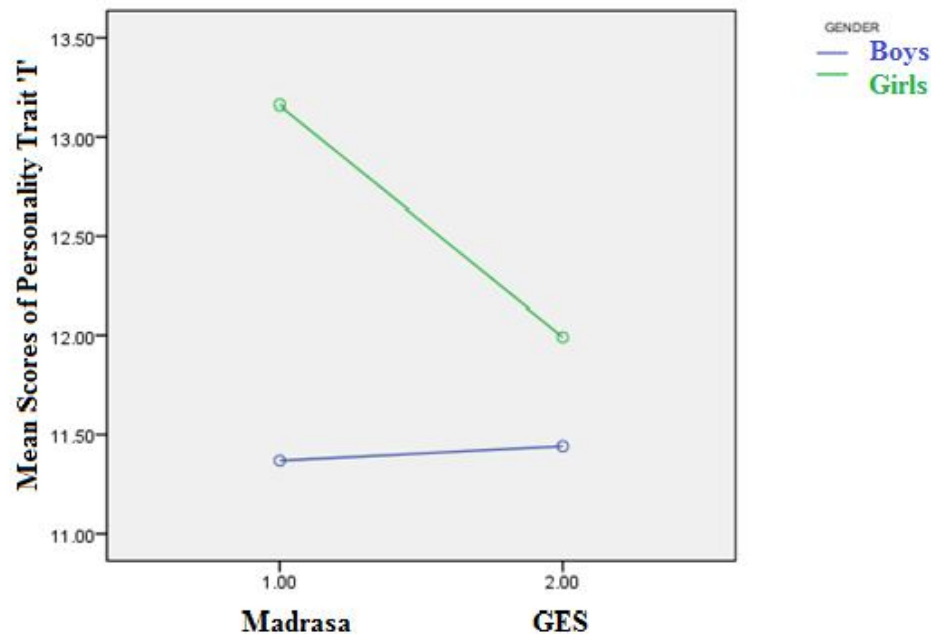


Fig 4.6 depicts that GES boys are higher on Personality Trait 'I' in comparison to Madrasa boys. The variation between the two is quite evident from the above fig. Madrasa girls are higher on Personality Trait 'I' than GES girls. Ordinal Interactional effect represents the combined effect of type of institution and gender on Personality Trait 'I'.

Table-10: Summary of ANOVA Showing Main Effect and Interaction Effect on Personality Trait 'J' (Zestful / Circumspect Individual) of Madrasa and GES students

Source of Variation	Sum of Squares	Df	Mean Square	F-value	Inference
Institution Type (A)	122.750	1	122.750	31.757	0.01**
Gender (B)	4.914	1	4.914	1.271	NS
Institution Type and Gender (A*B)	18.863	1	18.863	4.880	0.05*
Error	3092.209	800	3.865		
Total	83868.00	804			

*p<0.05, **p<0.01

Table-10 indicates that type of institution is a source of variation for the personality trait 'J' (Zestful / Circumspect Individual) of students studying in Madrasa and Government Elementary Schools. Further gender is not a source of variation for the personality trait 'J' and the type of institute and gender when combine affect personality trait 'J'

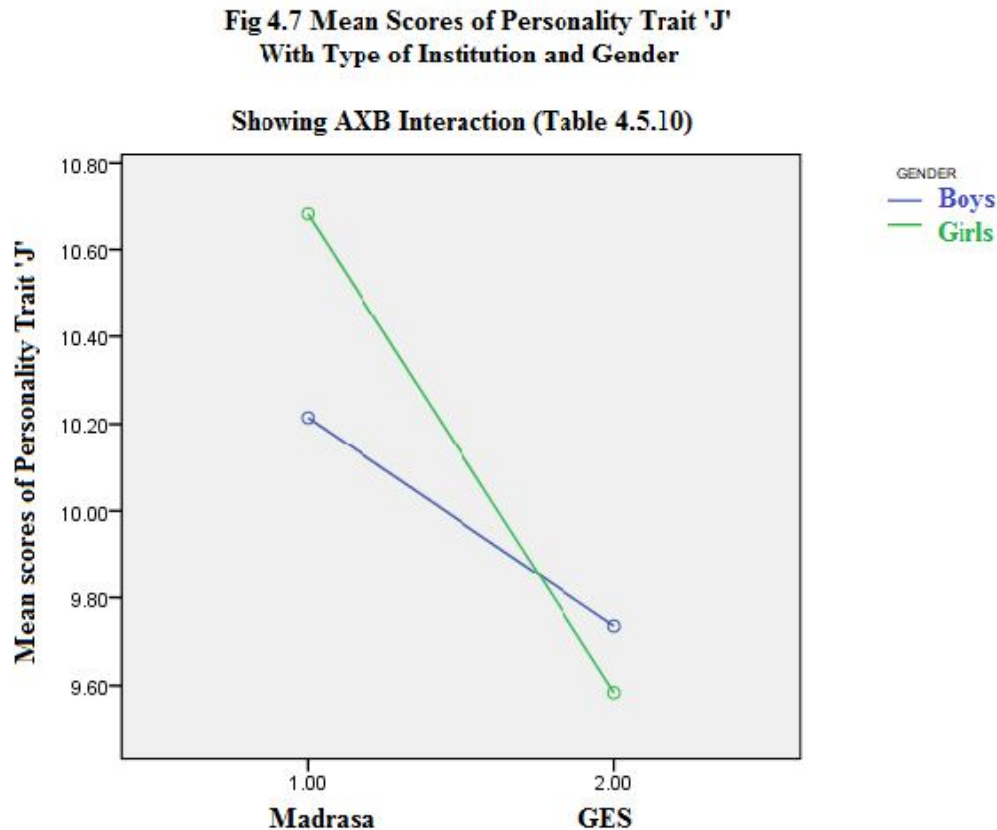


Fig 4.7 depicts that Madrasa boys and girls are higher on Personality Trait 'J' (Circumspect Individual) in comparison to GES boys and girls. Interactional effect represents the combined effect of type of institution and gender on Personality Trait 'J'.

Table-11: Summary of ANOVA Showing Main Effect and Interaction Effect on Personality Trait 'O' (Self Assured / Apprehensive) of Madrasa and GES students

Source of Variation	Sum of Squares	Df	Mean Square	F-value	Inference
Institution Type (A)	6.737	1	6.737	2.103	NS
Gender (B)	82.461	1	82.461	25.744	0.01**
Institution Type and Gender (A*B)	53.619	1	53.619	16.740	0.01**
Error	2562.497	800	3.203		
Total	95998.00	804			

**p<0.01

Table-11 indicates that type of institution is not a source of variation for the personality trait 'O' (Self Assured / Apprehensive) of students studying in Madrasa and Government Elementary Schools. Further gender is a source of variation for the personality trait 'O' and also the type of institute and gender when combine affect personality trait 'O'.

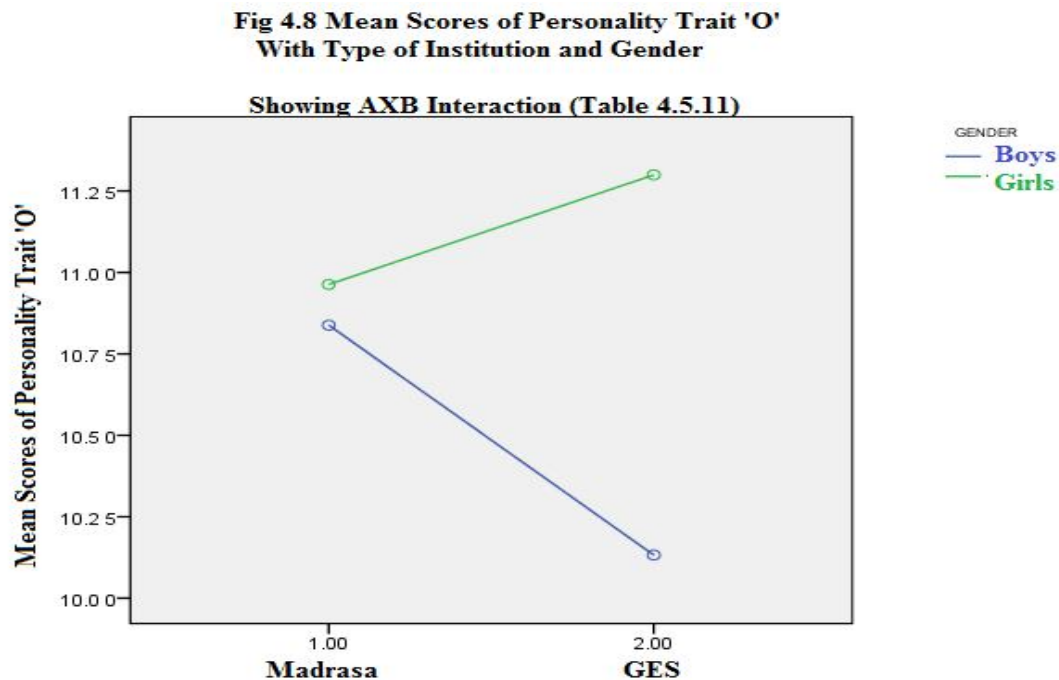


Fig 4.8 indicates that Madrasa boys are Higher on Personality Trait 'O' in comparison to GES boys. The variation between the two is quite evident from the above fig. GES girls are Higher on Personality Trait 'O' than Madrasa girls. Ordinal Interactional effect represents the combined effect of type of institution and gender on Personality Trait 'O'.

Table-12: Summary of ANOVA Showing Main Effect and Interaction Effect on Personality Trait 'Q2' (Sociably Group Dependent / Self Sufficient) of Madrasa and GES students

Source of Variation	Sum of Squares	Df	Mean Square	F-value	Inference
Institution Type (A)	240.141	1	240.141	72.310	0.01**
Gender (B)	1.835	1	1.835	.552	NS
Institution Type and Gender (A*B)	7.357	1	7.357	2.215	NS
Error	2656.782	800	3.321		
Total	106852.00	804			

**p<0.01

Table-12 indicates that type of institution is a source of variation for the personality trait 'Q2' (Sociably Group Dependent / Self Sufficient) of students studying in Madrasa and Government Elementary Schools. Further gender is not a source of variation for the personality trait 'Q2' and also the type of institute and gender when combine does not affect personality trait 'Q2'.

Table-13: Summary of ANOVA Showing Main Effect and Interaction Effect on Personality Trait 'Q3' (Uncontrolled / Controlled) of Madrasa and GES students

Source of Variation	Sum of Squares	Df	Mean Square	F-value	Inference
Institution Type (A)	156.003	1	156.003	39.975	0.01**
Gender (B)	4.346	1	4.346	1.114	NS
Institution Type and Gender (A*B)	0.030	1	0.030	0.008	NS
Error	3122.029	800	3.903		
Total	112835.00	804			

**p<0.01

Table-13 indicates that type of institution is a source of variation for the Personality Trait 'Q3' (Uncontrolled / Controlled) of students studying in Madrasa and Government Elementary Schools. Further gender is not a source of variation for the personality trait 'Q3' and also the type of institute and gender when combine does not affect personality trait 'Q3'.

Table-14: Summary of ANOVA Showing Main Effect and Interaction Effect on Personality Trait 'Q4' (Relaxed / Tense) of Madrasa and GES students

Source of Variation	Sum of Squares	Df	Mean Square	F-value	Inference
Institution Type (A)	348.441	1	348.441	87.513	0.01**
Gender (B)	9.257	1	9.257	2.325	NS
Institution Type and Gender (A*B)	66.326	1	66.326	16.658	0.01**
Error	3185.272	800	3.982		
Total	99989.00	804			

**p<0.01

Table-14 indicates that type of institution is a source of variation for the personality trait 'Q4' (Relaxed / Tense) of students studying in Madrasa and Government Elementary Schools. Further gender is not a source of variation for the personality trait 'Q4' and the type of institute and gender when combine affect personality trait 'Q4'. This interaction can be understood with the help of following graph figure 4.9.

**Fig 4.9 Mean Scores of Personality Trait 'Q4'
With Type of Institution and Gender**

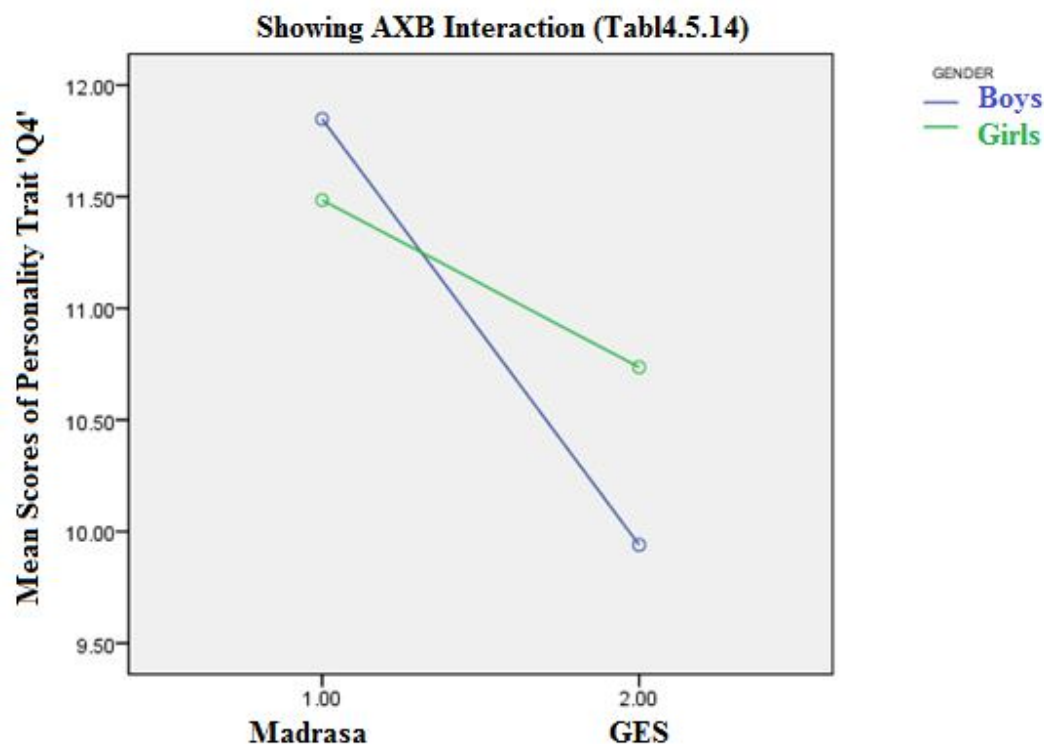


Fig 4.9 indicates that Madrasa boys are Higher on Personality Trait 'Q4' in comparison to GES boys. The variation between the two is quite evident from the above fig. Madrasa girls are little Higher on Personality Trait 'Q4' than Madrasa girls. Interactional effect represents the combined effect of type of institution and gender on Personality Trait 'Q4'.

**Table 15 Results of ANOVA Showing Main Effect and Interaction Effect
on Personality Traits of Madrasa and GES students**

Effects	Source of variation	Significant Traits of Personality
Main Effects	Types of Institution(A)	Personality Traits C,D,E,F,G,H,I, J ,Q2 , Q3 and 'Q4' are significant

	Gender (B)	Personality Traits A,C,D,E,F,G,I, and O are significant
Interactional Effects	Types of Institution and Gender (A*B)	Personality Traits A,B,C,F,H,I,J,O, and Q4 are significant

The ANOVA tables divulge that some personality traits are significantly different amongst students but the source of variation amid them is types of institution and gender. As it is evident that types of institution i.e. Madrasa and GES is source of variation in determining the personality traits. Personality Trait ‘C’ emotional stability is the trait which is significantly different in Madrasa and GES students and also male and female. It is also evident that type of institution and gender also having interactional effect on this trait also.

The trait D is also the trait which is significantly different in madrasa and GES and male and female students. It was found that gender is also the source of variation in this trait.

The trait E too is the trait which is significantly different in madrasa and GES and amongst the male female students. Madrasa students were found more obedient, submissive, mild and accommodating than their Government Elementary School students counterparts. Male and female students are also significantly different on Obedient / Assertive trait.

The trait F is the trait which is notably different in madrasa and GES and amongst the male female students. On the trait of sober and enthusiastic type of institution and gender were found the source of variation. On the trait F the interactional effect is also found. Interaction effects represent the combined effects of factors on the dependent measure. When an interaction effect is present, the impact of one factor depends on the level of the other factor. It denotes that gender and type of institution having a combined effect on sobriety and enthusiasm.

Personality Trait ‘G’(Disregard rules and Conscientious) is also varied on the basis of type of institution and gender. Personality Trait ‘H’ (Shyness/Adventurous) has variation on the basis of type of institution. An interaction effect is also present in the H factor which indicates that gender and type of institution having a combined effect on Shyness and Adventurous like traits.

Personality Trait ‘**I**’ (Tough minded/Tender minded) is unlike on the basis of gender it means that male and female are significantly different o the basis of tough minded and tender minded. An interaction effect is also present in the ‘**I**’ factor which indicates that gender and type of institution having a reciprocal effect on Tough minded and Tender minded like traits.

Personality Trait ‘**J**’ (Zestful / Circumspect individual) is varied on the basis of type of institutions. It symbolizes that students differ on reflective and internally restrained like traits in madrasa and GES. An interaction effect is also there in the J factor which indicates that gender and type of institution having a mutual effect on Zestful and Circumspect like traits.

Personality Trait ‘**O**’ (Self Assured / Apprehensive)is varied on the basis of gender. It denotes that male and female are significantly different o the basis of Self Assured and Apprehensive. An interaction effect is also present in the ‘**O**’ factor which indicates that gender and type of institution having a interactional effect on Self Assured and Apprehensive like traits. Personality Trait ‘**Q2**’ (Sociably Group Dependent / Self Sufficient) has variation on the basis of type of institution

Conclusions

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.

References

- Bhardwaj, S. K. (1997). A psycho-social study of adjustment among adolescents. *Indian educational abstracts*,5, 4.
- Chandra,A and Kundu, R.K.(1981).Relationship between Personality Factors and Academic Achievement of Students. *Journal of Education and Psychology* Vol.39. No.1
- Hussain, M.A. (1998). Adjustment patterns and personality traits. *Indian Journal of Psychological issues*, 6(14) 55-57.
- Kagade, S.V. 1997. A Critical Study of some Personality Factors of students of classes, VIII, IX of Pimpri-Chinchwad Area. Ph.D Edu., University of Pune. *Indian Educational Abstracts*, Vol 2, No 2, July 2002, NCERT
- Naqvi. T. F. And Hasan,S.(2018) Dominant personality Traits of Adolescents: A comparative study of Madrasa and Government Elementary school Students in *Education of Minorities in India: Issues and Concern* edited by Pradhan and Pandagle RIE NCERT