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FOREWORD

It is with immense pride and a deep sense of purpose that I present the inaugural issue of the Shibli National Academic Journal (SNAJ) to the global community of scholars, researchers, and students. Named in reverence to the towering legacy of Allama Shibli Nomani — a scholar whose intellectual contributions transcended boundaries of language, discipline, and geography — this journal aspires to carry forward that same spirit of rigorous, cross-cultural inquiry.



SNAJ was conceived from a simple but pressing conviction: that meaningful scholarship should not be confined by the language in which it is written, nor by the discipline from which it emerges. India's intellectual tradition has long thrived at the confluence of languages — English, Hindi, and Urdu among them — and it is this confluence that our journal seeks to honour. By welcoming original research across the humanities, social sciences, education, and emerging interdisciplinary, multilingual fields, we hope to build a genuinely inclusive platform for academic dialogue.

As Chief Editor, I have had the privilege of witnessing the dedication of our editorial board, reviewers, and contributors, whose collective commitment has shaped this first issue. Every article herein has passed through a rigorous double-blind peer review/ indexed process, and each is assigned a Crossref indexing, registered DOI, reflecting our unwavering commitment to academic integrity, originality, and permanence in the global research ecosystem.

I extend my heartfelt gratitude to our esteemed reviewers, editorial board members, and the scholars who entrusted us with their research. It is through their collective effort that this journal has moved from vision to reality. I also invite researchers, academicians, and students from across disciplines and linguistic traditions to consider SNAJ as a home for their scholarship in the issues to come.

It is my sincere hope that this journal will serve not merely as a repository of research, but as a living, evolving conversation — one that bridges languages, disciplines, and generations of scholars in pursuit of knowledge.

With warm regards,

Dr. Mohammad Zahid

Chief Editor
Shibli National Academic Journal (SNAJ)

Assessing Students' Perception of Socio-Emotional Climate of Madrasas

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Abstract

Education plays a major role in the development of any nation. In such a situation, it is the responsibility of every nation to make arrangements for quality education at every level of the society. India has been growing (Making the future of the nation) in terms of the schools. Madrasas is also a type of school. If the Madrasas' socio-emotional climate is better and favourable for students, certainly the students of that school will also develop. Madrasas' climate might have some important effect on students' education and vocational success. The main objectives of the present research is to know the socio-emotional climate of madrasas of Kanpur city and the satisfaction of their students and relation of the socio-emotional climate of Madrasas and their Students' Satisfaction of Kanpur City. For this, 400 students are selected from Kanpur – Aided and Private Madrasas by random sampling method. The result found that the socio-emotional climate of Madrasas of Kanpur City has a meaningful relationship with the satisfaction of their students.

Keywords: *Students' Perception of Socio-Emotional Climate of Madrasas and Students' Satisfaction*

Introduction:

“The school climate plays a special role in the development of any nation. Because by living in this environment, students develop into ideal citizens and it's only through them that the nation becomes strong and powerful.”

Education is an opportunity through which society and its people become empowered and it is a means of economic progress as well as development of other sectors. Education is the process of development by which one adopts oneself gradually in various ways from one's social and emotional climate from infancy to maturity. The climate plays a dominant role in influencing and shaping the behaviour

and thoughts of students. The climate has different agencies. School is one of them. In the present era different types of schools are available in India to provide quality education to students. Madarsa is a type of school.

At present, Madrasas in India are providing modern education along with traditional education. During the mediaeval period Madrasas had been the centres of higher learning. Madrasas were granted Jagirs (land & Village) by the kings and landlords for their maintenance. These institutions used to receive other financial grants as well. Madrasas were the only source of education for those students who could not afford to pay a handsome amount for education as they charge no fee and provide free boarding and lodging to their students.

At present, there are more than 40,000 Madrasas in India. Government, N.G.O.s' provide financial assistance to Madrasas. The scheme of financial assistance for modernization of Madrasa' education is being implemented to encourage traditional institutions like Madrasas and Maktabas to introduce Science, Mathematics, Social-Science, Hindi, and English in their curriculum. Under this scheme cent-per-cent assistance is given to such institutions for appointment of qualified teachers for teaching the new subjects to be introduced.

Socio-emotional environments of school help the students to develop conduct which is socially, emotionally and educationally approved. **Ming & Rebecca** (2010); results revealed that school climate is associated with students' perception directly and indirectly. The climate of school helps the development of students. Thus the socio-emotional climate of Madrasas can affect their students' developments also. The socio-emotional climate of Madrasas can either impede or support learning. **Gabriel, Bonnie & Sidney** (2001); results were consistent with the idea that a careful attention needs to be given to the socio-emotional and educational climate of middle schools, particularly for young adolescents preoccupied with issues of self identity.

Need and Importance of the Study:

The ‘*World Trade Centre*’ tragedy in the US has brought the ancient Madrasas into limelight and they were labeled as breeding grounds of Islamic terrorism, Madrasas’ climate was questioned and suddenly found under harsh scrutiny. In India, anti-Islamic groups and media started a campaign against the Madrasas as breeding grounds for “terrorism”.

In **February 2008**, an “*Anti-terrorism Conference*”, organised by *Darul - Uloom* in **Deoband, Uttar Pradesh**, denounced all forms of terrorism, declaring that “Islam condemns all kinds of oppression, violence and terrorism”. The conference also denounced widespread attempts of blaming the practising Muslims for terrorist incidents.

The incident of attack on police station at **Sopor in Azamgarh** was brought into focus of Madrasas by print media on **June 1st, 2012**. The climate of Madrasa was suspected. It was claimed that Madrasas are the centre of terrorism and anti-national activities. An example related to such activities was the attack on the Police Station at **Sopor in Azamgarh**. But the Human-Right Organization gave clean chit to the Madrasas' students and said they were innocent.

India has been growing (Making the future of the nation) in terms of the schools. Madrasas is also a type of school. If the atmosphere of Madrasas is better and favourable for students, certainly the students of that school will also develop. Madrasas' socio-emotional climate might have some important effect on students' education and vocational success.

Students' satisfaction with the school climate plays a great impact in their learning. **Ferreira & Chainho** (2011); results revealed that school satisfaction had a positive effect on the special needs of students and the school organisation board. It would keep them updated and help them sail through teenage smoothly. Dissatisfaction with Madrasas can be a major cause for undesirable behaviour in students. Keeping in mind the importance of Madrasas' environment, the

proposed study will be concentrated on Madrasas climate as a deciding factor of students' development. Madrasas' socio-emotional climate might have some important aspects of students' education and vocational success. The proposed study focuses on the socio-emotional climate of Madrasas in Kanpur city and how far the students are satisfied with the Madrasas environment.

Statement of the Study: *“Assessing Students' Perception of Socio-Emotional Climate of Madrasas.”*

Operational definition of variables in the study:

Madrasas: The word Madarsa is derived from the Arabic word ‘Daras’ which means to deliver speech. Generally, after primary education during mediaeval period education was imparted through speech or lecture, therefore the institutions where teaching was carried out by lecture method were designated as Madrasas. Madrasas in the mediaeval period were mostly located either in state capital or in big cities. At present, there are more than 40,000 Madrasas in India. Government & N.G.O.s provides financial assistance to Madrasas. The scheme of financial assistance for modernization of Madrasa' education is being implemented to encourage traditional institutions like Madrasas & Maktab and also by introducing science, Mathematics, Social-Science, Hindi and English in their curriculum. Under this scheme cent-per-cent assistance is given to such institutions for appointment of qualified teachers for teaching the new subject to be introduced.

Students' Perception of Socio-emotional environment:

Perception of social and emotional aspects of the organisational climate is considered of great significance in the improvement of school. Through this variable, an attempt is made to study the interaction between environmental variables and personal variables which can influence the individual motives, abilities, satisfaction and productivity etc.

In contemporary organisational psychology, the term socio-emotional climate represents the emotional tone which is a concomitant interpersonal socio-emotional climate. That affects all types of activities and is a useful construct for planning, predicting, modifying and evaluating the various organisational systems. The socio-emotional climate of school is a bridging concept between pupils and the school in which they study and is the perception of the structure, process and values by the students and faculty members. It is related to their task, achievement, satisfaction and behaviour.

Satisfaction of the Madrasas: School Satisfaction refers to a student's subjective cognitive appraisal of their school life. School satisfaction is perhaps best understood in the larger context of wellness indicators. Madarsa is also the type of school. Satisfaction of Madrasas therefore implies the fulfillment of student's need and expectations.

Objectives: The present study is to conduct to attain the following objectives-

1. To study the socio-emotional climate of Madrasas of Kanpur city.
2. To study the students' satisfaction level of MADRASAS of Kanpur city.
3. To study the relationship of the socio-emotional climate of Madrasas (Aided) with the satisfaction of their students (boys & girls) of Kanpur city.
4. To study the relationship of the socio-emotional climate of Madrasas (Private) with the satisfaction of their students (boys & girls) of Kanpur city.
5. To study the relationship of the socio-emotional climate of Madrasas with the satisfaction of their students (boys & girls) of Kanpur city.

Hypothesis: The following null hypothesis (Ho:.) are also formulated-

1. There may be no relationship between the socio-emotional climate of the Madrasas (Aided) and satisfaction of their students (boys & girls) of Kanpur.

2. There may be no relationship between the socio-emotional climate of the Madrasas (Private) and satisfaction of their students (boys & girls) of Kanpur.
3. There may be no relationship between the socio-emotional climate of the Madrasas and satisfaction of their students (boys & girls) of Kanpur.

Limitations of the Study: This study is based on following limitations-

- 1- The area of the research of present study is confined to Kanpur City.
- 2- The study is confined only to Madrasas students.
- 3- The study is confined only to the socio-emotional climate of Madrasas.
- 4- The study is confined to the satisfaction level of the students of the Madrasas.

Research Methodology -

1. **Types of Research Method & Technique** - Survey technique is used in this present **descriptive** research.
2. **Population** - The students studying in Madrasas of Kanpur city constituted the population of the study.
3. **Sample & Sampling** – A sample is composed of a selected number of individuals, each of which is an item of the total population. Random sampling technique has been used for this study. This study has been conducted on a total of 400 students from 20 Madrasas (07 Government Aided + 13 Private) of Kanpur city. The students have been selected by random lottery method. The table given below shows the number of students from different types of Madrasas-

Table - 1

Students Madrasas	Boys	Girls	Total
Aided	50	90	140
Private	126	134	260
Total	176	224	400

4. Tools for Data Collection- Under the present research, Observation method, Interview and taking into consideration the objectives of the study, the following tools is used for the purpose of data collection:

4.1- Socio-emotional School Climate Inventory: Socio-emotional School Climate Inventory constructed by *Dr. (Mrs.) Renuka Sinha* and *Mrs. Rajni Bhargava*. It is a standardised test. S.E.S.C.I. has 70 items. 35 items belong to social school climate and 35 items belong to emotional school climate and total items belong to Socio-emotional school climate. This is a two point scale ‘Yes’ and ‘No’. Marking 0, 1 for negative statements and Marking 1, 0 for positive statements respectively. The high scores will indicate a greater degree of favourable socio-emotional climate whereas low scores will indicate the unfavourable socio-emotional climate of the school.

4.2- Satisfaction Inventory- Sharma School Satisfaction Inventory (S.A.S.S.I.) constructed by Dr. (Mrs.) Meenakshi Sharma will be used. It is a standardized test. S.A.S.S.I. has 60 items. Ready - reckoner given below serves as a quick guide-

Raw Score	Categories
92 or Above	Very Satisfied
Between 76 to 91	Satisfied
Between 58 to 75	Dissatisfied
57 to Below	Very Dissatisfied

4. **Procedure:** - The tool is administered personally on the above – said population. Before administering the questionnaire, a rapport is established with these subjects and they are assured confidentiality of their responses. The filled-up questionnaires are then scored in the prescribed manner given in the respective manual and obtained data tabulated for statistical analysis.
5. **Statistical Technique:** - In the present study the data is given the following treatment – Mean, S.D. & “r” – test.

Analysis & Interpretation: The analyzed data are presented in Tables 2, 3 & 4-

Table-2

Display of Socio-emotional climate of Madrasas of Kanpur City

Madrasas	Environment	Mean	S.D.	Level	Category
Government Aided (07)	Social	27.81	5.51	Above 21	Favourable
	Emotional	29.21	4.14	Above 21	Favourable
	Socio-emotional	57.02	7.11	Above 42	Favourable
Private (13)	Social	27.75	4.79	Above 21	Favourable
	Emotional	26.89	5.30	Above 21	Favourable
	Socio-emotional	54.64	8.25	Above 42	Favourable
All Madrasas (20)	Social	27.77	5.05	Above 21	Favourable
	Emotional	27.70	5.04	Above 21	Favourable
	Socio-emotional	55.47	7.94	Above 42	Favourable

Interpretation: From the observation of the above Table No: 03, it is evident that the social, emotional and socio-emotional climate of the Madrasas of Kanpur city is much higher than the average value, that is, the social, emotional and socio-emotional climate of the Madrasas of Kanpur is favourable.

Table-3
Display of Satisfaction Level of Kanpur Madrassas towards their students

Satisfaction Level	Students	Mean	S.D.	Level	Category
Aided Madrasas	Boys(50)	154.86	6.961	Above 92	Very Satisfied
	Girls(90)	157	13.979	Above 92	Very Satisfied
	Total(140)	156.24	11.969	Above 92	Very Satisfied
Private Madrasas	Boys(126)	143.44	24.662	Above 92	Very Satisfied
	Girls(134)	153.4	13.664	Above 92	Very Satisfied
	Total(260)	148.57	20.353	Above 92	Very Satisfied
All Madrasas	Boys(176)	146.69	21.787	Above 92	Very Satisfied
	Girls(224)	154.84	13.873	Above 92	Very Satisfied
	Total(400)	151.26	18.226	Above 92	Very Satisfied

Interpretation: The level of satisfaction of the students (Boys / Girls) studying in all types of Madrasas (Aided / Private) shown in Table-3 is

more than 92. It indicates that the students of Madrasas are very satisfied with the climate of Madrasas.

Table-4

Display of correlation between the Socio-emotional climate of Madrasas and the Satisfaction of their students

Madrasas	Students	Variables	Mean	S.D.	'r'	Level of Significance
Aided	Boys	Socio-emotional Climate	57.02	5.81	.188	Significance at 0.01 Level (>0.115)
		Satisfaction	154.86	6.961		
	Girls	Socio-emotional Climate	56.93	7.77	.516	Significance at 0.01 Level (>0.115)
		Satisfaction	157	13.979		
	Total	Socio-emotional Climate	56.96	7.11	.453	Significance at 0.01 Level (>0.115)
		Satisfaction	156.24	11.969		
Private	Boys	Socio-emotional Climate	51.90	9.54	.703	Significance at 0.01 Level (>0.115)
		Satisfaction	143.54	24.66		
	Girls	Socio-emotional Climate	57.13	5.80	.496	Significance at 0.01 Level (>0.115)
		Satisfaction	153.4	13.664		
	Total	Socio-emotional Climate	54.60	8.25	.674	Significance at 0.01 Level (>0.115)
		Satisfaction	148.57	20.353		
All	Boys	Socio-emotional Climate	53.36	8.94	.680	Significance at 0.01 Level (>0.115)
		Satisfaction	146.69	21.787		
	Girls	Socio-emotional Climate	53.05	6.646	.495	Significance at 0.01 Level (>0.115)
		Satisfaction	154.84	13.873		
	Total	Socio-emotional Climate	55.43	7.943	.629	Significance at 0.01 Level (>0.115)
		Satisfaction	151.26	18.226		

Interpretation: The correlation between the socio-emotional climate and satisfaction of students (Boys / Girls) of all types of Madrasas (Aided / Private) was found to be above than the value of 0.01 (>0.115). So null hypothesis H_o : 1, H_o : 2 & H_o : 3 are rejected.

Findings: The following results were obtained in the present research-

1. There is a significant relationship between the socio-emotional climate of the Madrasas (Aided) and satisfaction of their students (boys & girls) of Kanpur.
2. There is a significant relationship between the socio-emotional climate of the Madrasas (Private) and satisfaction of their students (boys & girls) of Kanpur.
3. There is a significant relationship between the socio-emotional climate of the Madrasas and satisfaction of their students (boys & girls) of Kanpur.

Conclusion- The above findings denote that the Madrasa' students are satisfied with the socio-emotional climate of Madrasas of Kanpur city.

The main probable reason for the above results is that the socio-emotional climate of Madrasas is favourable in Kanpur city, therefore the result is satisfactory.

In other perspective- During Survey, various details like the educational details of parents, their monthly income, and location of residence etc. were to be filled in the questionnaire. This information revealed many facts about the status of the family of students. Based on this information, it was found out that the social and economic level of the families of Madrasa' students is very low. Probably the educational climate of Madrasas is better than the family climate of students which led to the satisfaction of students with the socio-emotional climate of Madrasas.

Another probability is that the Madrasas' students must be coming in less contact with other students of different types of schools due to which they must not be having the information about the facilities provided by different schools. This fact also led to their satisfaction with Madrasas' climate.

Recommendations:

The following recommendation are given in the research-

1. All Madrasas should be registered.
2. Madrasas' modernization should be carried out as an integral part of national education policy.
3. Madrasas' administrators should be establishing an atmosphere of faith and credibility in education.
4. Madrasas' administrators should bring the transparent image of Madrasas in front of the Government.
5. The government should develop a positive attitude towards Madrasas and bring the Muslim to the mainstream along with their identity.
6. The government should draw attention towards the condition of Madrasas.
7. The government should launch a specific program to develop proper physical infrastructure in these Madrasas.
8. People of Muslim community are suggested for regular financial support similar to other community schools for these registered Madrasas.
9. An integral curriculum should be immediately developed for these Madrasas to balance the subjects of both streams. Important subjects should be introduced with the joint effort of Muslim intellectuals and educationists.
10. Study material should be prepared in Urdu medium.

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ABOUT

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The Shibli National Academic Journal (SNAJ) is an international, multidisciplinary and multilingual research publication dedicated to advancing rigorous scholarship across the humanities, social sciences, education, language and emerging interdisciplinary fields. Published biannually in fully open access online format, SNAJ upholds a double-blind peer review process to ensure the highest standards of academic integrity, originality and scholarly merit. Every article published in the journal is assigned a Crossref-registered Digital Object Identifier (DOI), ensuring permanent discoverability and citation traceability in the global research ecosystem.

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