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Thesis title: **A Psychosocial Study of Madrasa Background Students at University Level**

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Findings

This study examined the psychosocial dimensions of self-esteem, self-efficacy, and stress among university students with a Madrasa educational background. Drawing on both quantitative and qualitative insights, the research sheds light on the distinct experiences, challenges, and strengths shaped by their unique cultural and academic histories.

The findings revealed that self-esteem among Madrasa students varied significantly. While some exhibited strong self-worth, a considerable number reported moderate to low self-esteem, highlighting the transitional difficulties they may face when adjusting to the university environment. These challenges underline the importance of support systems that nurture confidence and a sense of belonging for these students.

Stress emerged as a major concern, with nearly half of the respondents experiencing high stress levels. This can be linked to academic adjustments, social integration, and financial pressures. Notably, stress levels were significantly influenced by income and academic level, with postgraduate students and those from lower-income backgrounds reporting higher stress.

Self-efficacy also varied, with many students feeling less confident in their academic capabilities. Interestingly, while self-efficacy had a positive correlation with both self-esteem and stress, the

relationship was weak. This suggests that while greater self-belief can enhance confidence, it may also contribute to increased stress due to heightened expectations and responsibilities.

Environmental factors such as locality, economic background, and field of study also played key roles. Rural students tended to report higher self-esteem, possibly due to stronger cultural grounding and community ties. Financially stable students generally reported more positive psychological outcomes.

Overall, the study highlights the complex interplay between self-esteem, self-efficacy, and stress among Madrasa background students. It emphasizes the need for culturally attuned, targeted interventions that support their academic transition and well-being, ultimately fostering a more inclusive and supportive university environment.