

Studying in Private Muslim Schools in Australia: Implications for Identity, Religiosity, and Adjustment

Authors : Hisham Motkal Abu-Rayya, Maram Hussein Abu-Rayya

Abstract : Education in religious private schools raises questions regarding identity, belonging and adaptation in multicultural Australia. This research project aimed at examined cultural identification styles among Australian adolescent Muslims studying in Muslim schools, adolescents' religiosity and the interconnections between cultural identification styles, religiosity, and adaptation. Two Muslim high school samples were recruited for the purposes of this study, one from Muslim schools in metropolitan Sydney and one from Muslim schools in metropolitan Melbourne. Participants filled in a survey measuring themes of the current study. Findings revealed that the majority of Australian adolescent Muslims showed a preference for the integration identification style (55.2%); separation was less prevailing (26.9%), followed by assimilation (9.7%) and marginalisation (8.3%). Supporting evidence suggests that the styles of identification were valid representation of the participants' identification. A series of hierarchical regression analyses revealed that while adolescents' preference for integration of their cultural and Australian identities was advantageous for a range of their psychological and socio-cultural adaptation measures, marginalisation was consistently the worst. Further hierarchical regression analyses showed that adolescent Muslims' religiosity was better for a range of their adaptation measures compared to their preference for an integration acculturation style. Theoretical and practical implications of these findings are discussed.

Keywords : adaptation, identity, multiculturalism, religious school education

Conference Title : ICSRD 2020 : International Conference on Scientific Research and Development

Conference Location : Chicago, United States

Conference Dates : December 12-13, 2020