



Gender Difference In Attachment Styles, Self-Esteem, Internalizing And Externalizing Problems Among Different School Systems

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Abstract

The present study is mainly focused on gender difference comparison between adolescents studied in different educational systems on attachment styles, level of self-esteem and the presence of internalizing and externalizing problems. A sample of 140 students belonging to different educational systems were taken for this study consisting of 70 hafiz (35 girls and 35 boys; mean age= 15.21, SD= 1.57) and 70 non-hafiz (35 girls and 35 boys; mean age= 14.34, SD= 1.37) adolescents. The assessment measures employed in the study were Attachment Questionnaire for Children (AQC; Muris, 2001), Self-esteem Scale for School Children (SESC; Saleem, Mahmood, 2011) School Children Problem Scale (SCPS; Saleem & Mahmood, 2011) and demographic information sheet. Results indicated that boys tends to face more academic problems and internalizing problems as compare to girls; furthermore, there is a significant gender difference in rejection. Self-confidence was found to be significantly different among gender. Results also indicated that low level of self-esteem lead to internalizing and externalizing problems among both gender. This research has its implication in educational psychology in order to enhance self-esteem and motivation in education according to gender specific problems; counselling psychology in order to improve well-being and to ameliorate psychological problems and in developmental psychology in order to improve attachment styles which leads to self-esteem, self-confidence and developing problems in their further life.

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INTRODUCTION AND LITERATURE

In Pakistan, there is different kind of educational systems mainly divided in government schools, private schools, and madrassahs. The literature has revealed at several occasions that there are three different school systems prevailing in Pakistan (Ahmed, 2007, Hood bhoy, 2008). The three diverse Pakistani school systems differ in their social, cultural and environmental aspects (Goodyer, 2001) and these include Government, private and Madrassah systems (Ahmed, 2007, Hoodbhoy, 2008). Government schools have been run by government and students have been studying a singular curriculum throughout the country and the curriculum is mostly on both Urdu/English language. As the environment in these schools is favorable and

under control of the state, the individuals belong to these schools are mostly found to be more submissive and complaint to Government strategies (Nisar, 2010).

While private schools are mostly established all over the country on both large and small scale. These private schools follow Oxford/Cambridge curriculum mainly in English language. Students are allowed to think in analytical way and resultantly they tend to have a more modern, investigative and open thinking pattern (Nisar, 2010). Madrassahs are the Islamic schools teaching Islamic laws, fiqh, Quran and Hadith. Mostly in Pakistan, Muslim children get their formal education only from Madrassah while others join it as an additional learning place while going to regular schools for primary and secondary education (Moulton,

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Silverstone, Anzar & Khan, 2008). According to Ismael (1995), "*Madrasah is an Arabic term for "school." It is derived from the root word dars, which connotes a learning process carried through drill lesson*". So, madrassah is the place where religious education are provided to the students and has a great significance in providing basic education to the children.

According to Islamic history, in the medieval era, madrassahs and makhtabs were the main source of promoting Islamic education among the Muslim children. The children did not only get their religious education from these institutions, rather, they were provided with the knowledge in a variety of subjects like mathematics, astronomy, astrology, geography, philosophy, magic and occultism, depending on the curriculum of the specific institution concerned (Burke, 2009). But in today era, madrassahs are only confined to Islamic education and act as inclusive education system. Some of the madrassahs in Pakistan are only related to the memorization of Quran and nothing more (Tavernise, 2009) and these students are called hafiz. According to Eickelman & Piscatori (2004) one of the positive aspects of inclusion of secular education has increased the community support for expansion of madrassahs.

A "Hafiz" would be a person who has completed his hifz (memorization of Quran) from a madrassah and then enters in a school to continue his academic studies. During the field study it was discovered that, mostly, children go for hifz when they are in their childhood that is the age between 9-10 years. The main factors behind their hifz are usually the desires of parents due to their religious inclination (Anderson, 2009; & Bano, 2007). Usually, children joins madrassah for hifz after passing their primary education, spend two to three years there for hifz and then come back to their schools for regular education. Their social contact is limited during this time period and they are bound to live their life according to certain rules and regulations because of the strict environment in madrassah (Nisar, 2010). According to Stern (2000), the estimated number of madrassahs present in Pakistan is 40000 to 50000. Whereas, according to Singer (2001), the number of such institutions in Pakistan is 45000. Another prominent feature is that, the number of such students may vary

from district to district across the country (Government of Pakistan, Ministry of Finance, 2003). In Punjab, a report by police department suggested that the number of madrassah children is 235000. Madrassah education system is more rigid and conservative as compare to other educational systems, which are known as secular school system. Students studying madrassah are asked and shaped to behave in a certain manner and are often punished physically by their teachers. Interaction patterns in madrassahs are not open and no social communication among opposite gender make them face issues when they start their education in normal schooling after memorization of Quran. Madrassahs have their own rules while the school environment which constitutes on all instructional, interpersonal and organizational aspects of the institution (Brookover, Beady, Flood, Schweitzer, & Wisenbaker, 1979; Fraser, 1989; Roeser, Eccles, & Sameroff, 2000) has its own new rules, it becomes problematic for them to understand how to make themselves feel comfortable there and how to adjust in the new environment. The school culture which is made up of the interaction pattern between the teachers and the students (Marion, 2002), when these individuals will be having different cultures in their old madrassah from the new school environment, it can lead them towards facing adjustment and related mental health problems.

Children mostly enters in a madrassah in a very vulnerable age when they can easily be controlled emotionally (Geen, 1994) which can lead towards negative consequences in the long run. This current study is proposed to identify gender difference in any internalizing or externalizing problems, transitional adjustment issues of a hafiz student. In addition, this study aimed to establish a comparison between students studying in different educational systems such as a hafiz and non-hafiz student, self-esteem and internalizing and externalizing behavior; which may arise due to certain attachment style.

In everyone's life, the period of "Adolescence" age ranging between childhood and adulthood contains great significance and importance and is called a period of stress and storm (Coleman, 1993; Steinberg, 2001). But at the same time, it makes it difficult for a person to survive and



withstand in this particular phase of life (Arnett, 1999) as with the emergence of this life stage, an individual goes through different challenges and fluctuations. Richard, Lerner and Overton (2008) also focus on the importance of adolescents with reference to the development and prosperity of the society.

According to that Convention on the Rights of the Child (2003), adolescent age is extremely sensitive period and what protective measures are needed to take for the betterment of the individuals of this particular category. The Committee discussed it clearly that, adolescence is the period when the individual has potential to use his talents but at the same time it poses great stress on the adolescent in social life as he has to discover his identity in the society. This struggle can lead an individual towards mental health issues if not dealt with carefully. Here, comes the role of clinical psychologist and counsellor to help emotional, behavioral and psychological issues faced by adolescents in this age way (Dryfoos, 1994, 1998; Flaherty, Weist, & Warner, 1996; Tyack, 1992). In our Pakistani culture adolescents is the age period where a hafiz student goes back to normal schooling system whether government school/ private school. In this transitional stage, they might face multiple issues such as internalizing and externalizing problems which lead to further multiple issues in their life.

A study conducted by Wolfe and Mash (2006) revealed that, the emotional and behavioral problems faced by adolescents affect a number of areas of their lives. These problems emerge due to the changes the adolescents have to face because of emotional, social, physical and intellectual development. A large number of researchers have focused on estimating the prevalence rate of adolescents' emotional and behavioral problems. Most of the studies reported the prevalence rate to be 5% to 51% (Schaffer, Fisher, Dulcan, et al. 1996). A report published by United Nations Children's Fund (UNICEF, 2011) revealed that, the prevalence of mental health problems among adolescents has amplified in the last 20 to 30 years. It was estimated that, around 20% adolescents all over the world are suffering from mental health or behavioral problems.

Researches have suggested that mostly internalizing and externalizing problems co-

occur (Beyers & Loeber, 2003; Gilliom & Shaw, 2004; Lilienfeld, 2003; Oland & Shaw, 2005; Overbeek et al., 2006). Eccles and her colleagues (Eccles & Midgley, 1989; Midgley & Edelin, 1998; Roeser et al., 1998, 2000), has reported that, the discrepancy between the needs one have and the learning environment provided to him can lead towards emotional and behavioral problems. Adolescent boys and girls manifest different psychological problems whenever they face any stressor. Such as in this study, we are comparing the difference of problem when adolescents are transitioned from inclusive school; madrassah to mainstream school systems. As both have different environment for growth and education.

Self-esteem is referred to self-worth and self-regard. Everyone has a tendency to evaluate themselves in some standard to give internal interpretation of themselves (Birndorf, Ryan, Auinger, & Aten, 2005). The literature has described clearly at many places that self-esteem is closely related to ones' mental health. So this thought also make it obvious that, if one would be having high self-esteem, that person will be less prone to develop mental health issues and on the contrary low self-esteem can lead a person towards serious mental health issues, specifically, depression (Shamir, 1986; Benson, 1997). Some of the previous literature has shown that studying in inclusive educational setup such as madrassah can increase self-esteem (Cherty and Bradley, 2011; Goodson, P., Buih, E.R., & Dunsmore, S.C. 2006) and decrease self-esteem (Lys, 2006).

Windley et al. (2009) studied the parenting variables such as attachment styles as early health predictors for adolescents in their later life. The result obtained by them indicated that parental concern for their children and their availability in the time of needs are amongst the important factors behind the emergence of internalizing and externalizing problems among adolescents. Another important finding of their study was that, the importance of parental attachment and interaction with their children for predicting internalizing and externalizing problems among adolescents is highly similar among both genders. Researches also have indicated that, parenting relationship with the children is considered to be the most significant risk and protective factor for the



development of various problems and well-being among the children and adolescents (Amato and Fowler 2002; Fergus and Zimmerman 2005; Hill et al. 2003; Miller et al. 1999).

Bowlby has studied attachment styles in his work for psychology. Though developmental psychologists were conducting researches for exploring the attachment processes previously but no one had taken interest in studying parent-child attachment and its implications across the life span (Paula & Lisa, 2000). Ainsworth, Blehar, Waters, & Wall, (1978) focused on examining the behavioral patterns associated with different attachment processes. The attachment theory proposed by Bowlby (1979) attracted other researchers to investigate the relationships by focusing on the concept that attachment patterns established in earlier life may have significant consequences in one's life as adult. Three attachment styles; secure, avoidant and ambivalent styles were studied independently in longitudinal studies. Result indicated that parental attachment was definitely significant predictor of long-term relationships and psychological health development (Ainsworth, 1989; Hudson & Ward, 1997; Kuperminc, et al., 1997; Pourabdolisardroud, 2011). These attachment styles along with self-esteem, internalizing, and externalizing problems has their impact on personality development of a hafiz student studying in a Madrassah and non-hafiz student studying in mainstream school among both genders.

A study conducted by Lys (2006) explained that exposure to harsh environment can lead the students towards various psychological problems including aggression (Buka, et al., 2001; Kopusov, Ruchkin, and Eisemann, 2003); anti-social behavior, defensive and offensive fighting (Buka, et al., 2001); deficient emotional regulation and difficulty expressing feelings, negative self-images (Osofsky, 1995); alcohol and other drug use (Kopusov, Ruchkin, Eisemann, 2003); as well as depression and anxiety (Buckner, Beardslee, and Barsuk, 2004). Another important aspect taken into consideration was the fact that the personality develops at that stage has serious implication in later life of adolescents and does contain great significance in individuals' social and emotional life.

Significance of the study

This current study is a hallmark study in comparison in gender among students studied in different school systems such as madrassahs and mainstream school. This study helps in exploring the prevalence of internalizing and externalizing problems between both genders studied in both school systems. As transition from madrassah to school can cause significant adjustment problems at their young age (Ahmed, 2007, Hood bhoy, 2008). The period of adolescent is a very sensitive period and contains great significance and importance in an individual's life. As the individual has to face physical, social and emotional transition in this phase (Kovacs, 1996), it could lead towards various psychological problems, among them, internalizing and externalizing problems were on the top of the list. For that purpose, the focus was made on the need for psycho-educational programs at schools, counseling and cognitive behavior therapy are considered to be important. For getting better and more effective results of the management plan, the involvement of family can never be denied in improving the mental health of adolescents. As attachment with parents has shaped their personality and family environment and support can help them resolve their problems in sensitive age of adolescence. So the early identification of internalizing and externalizing problems and other issues can help adolescents to manage them and to be at bay from facing some serious mental health issues later in life.

Objectives

The objectives of the study are as follows:

- To explore the relationship between different demographic variables between dependent Attachment styles, Self-esteem, internalizing and externalizing problems and independent variables (gender) among hafiz and non-hafiz students.

Hypothesis

The hypothesis of the study are as below:

- It is hypothesized that there will be no significant difference between hafiz/non-hafiz girls and boys on internalizing/externalizing problems.
- It is hypothesized that there will be no significant difference between non-hafiz/hafiz girls and boys on self-esteem.



- It is hypothesized that internalizing and externalizing problems in girl/boy hafiz will increase more significantly after 2 years on internalizing/externalizing problems
- It is hypothesized that self-esteem in girl/boy hafiz will increase more significantly after 2 years on internalizing/externalizing problems.

Method

For this study, a correlational survey method was used and then a comparison was made between the results obtained from Hafiz and Non-hafiz population. The sample recruited through purposive sampling consist of hafiz students who entered mainstream school after hifz (n=70) and non-hafiz students who did not have any such break in their regular education but they had the exposure of madrassah for nazira (n=70). Both girls and boys of class 8th, 9th and 10th within the age range between 12-18 were taken from different Government schools of Kasur.

The total sample was consisted of 140 participants, which included 70 hafiz and 70 non-hafiz adolescents. Some of the filled questionnaires were discarded due to the missing information.

Table 1 Means and Standard Deviations of Years of Age of Hafiz (n=70) and Non-hafiz (n=70) Participants

Variables	Age	
	M	SD
Hafiz	15.21	1.57
Non- Hafiz	14.34	1.37

Table 2 Means and Standard Deviations of Years Spent During and After Hifz Completion of Hafiz (n=70)

Variables	M	SD
Years spent on Hifz Process	2.71	.684
Years passed to Hifz Completion	2.33	1.42

The above table is showing the mean and standard deviation of the years spent during the hifz process. Participant characteristics are explained in the table below including age ranges time for hifz, gender, class.

Table 3 Percentages and Frequencies of the Demographic Characteristics of Participants (N=140)

Demographic Variables	Girls	Boys	Total
	f(%)	f(%)	f(%)
Gender	70(50)	70(50)	140(100)
Age			
12-15	59(42)	39(28)	98(70)
16-18	11(8)	31(22)	42(30)
Class			
8 th	22(16)	11(8)	33(23)
9 th	33(23)	35(25)	68(48)
10 th	15(11)	24(17)	39(29)
Category			
Hafiz	35(25)	35(25)	70(50)
Years After Hifz Completion			
2 and below	21(60)	18(51)	39(56)
2+	14(40)	17(49)	31(44)

Assessment measures

Demographic sheet

A demographic sheet was prepared specifically for this study. It constituted on the statement ensuring confidentiality of the material provided by hafiz and non-hafiz school children. Then the main demographic variables asked about included being hafiz or not, age, gender, and class. Other important information was gathered from the hafiz population for the purpose of qualitative analysis. These information was regarding the age when one started hifz, the age of hifz completion, how long one had completed hifz and the class got admission after hifz.

Attachment Questionnaire for Children (AQC).

For measuring parental attachment styles of the study population, Attachment Questionnaire for Children (AQC) was used. For the present study, an urdu translated version of this self-report questionnaire which consisted of only one item to assess the children's attachment styles was used (Muris, 2001). The age range for using this questionnaire was 9-18 years. It was based on a single item measure of adult attachment styles given by Hazen and Shaver (1987) to measure the adult attachment styles. In this questionnaire (AQC), the children were given three different descriptions regarding their relationship with other children. They were asked to tick on one description that best described them according to their own perception. Then they were categorized in three categories included Secured attachment style, avoidant attachment style and anxious/ambivalent attachment style according to the description they had chosen. This attachment



questionnaire had a significant inter-rater reliability which can be seen by these figures: Percent Agreement = 70.4%, Kappa = .32, Spearman's Correlation = .37 (Muris & Meesters, 2002).

Self-Esteem Scale for Children (SESC).

Self-esteem Scale for School Children (Saleem, Mahmood, 2011) was an indigenous scale developed in Pakistan in Clinical psychology department, GC University Lahore. The scale assessed a child on four different factors including Academic self-esteem, Self-confidence, Social self-esteem and Low Self-esteem and the results gathered on five point scale namely, Never, Sometimes, To Some Extent, Often and Always. The children were seated in group form and were asked to fill the questionnaire according to their own perception of themselves.

School Children Problem Scale (SCPS).

School Children Problem Scale (Saleem & Mahmood, 2011) was a self-report measure especially designed for screening and assessing emotional and behavioral problems commonly reported by school children. This scale assessed the scores of a child on 6 different dimensions namely Anxiousness, Academic, Withdrawal, Aggression, rejection, and Somatic Complaints. It is a four point likert scale rated on four points mainly, Never, Sometimes, Often and Always. The age range for using this scale is 12- 17 years. The test retest reliability of SCPS was .94 which is very good. This scale had 2 forms A and B. Both of them were developed to assess the school children's internalizing and externalizing problems.

Procedure

Written permission was taken from the principals of the schools identified for research purposes. They were told clearly about the purpose, time of conducting research data from the school children. The school administration was asked to arrange a group of hafiz and another group of same class of non-hafiz from 8th class. The same procedure was followed for getting data from other classes (9th and 10th). After getting the same number of hafiz and non-hafiz students from a specific class, they were first introduced with the researcher and then the purpose and procedure of the study was

told to them. They were given an opportunity to withdraw if anybody was not interested in taking part in the study. Most of the students were willing to participate so the number of leaving the class was not very significant. Then the complete instructions regarding the filling of questionnaire package were given to them. They were asked to fill the demographic sheet first and with full care and concentration. They were asked to fill the questionnaires attached in the package. It took 40-45 minutes to complete the complete questionnaire package by one group in one sitting. At the end, feedback was taken from participants. After getting all the performas filled by the study population, results were collected and were entered in spreadsheet for data analysis and final results were gathered and conclusion was drawn.

Results

A comparison is given between the frequencies of hafiz and non-hafiz participants according to their attachment styles.

Table 4 Means, Standard Deviations and t-values of Hafiz Girls (n=35) and Boys (n=35) on six Subscales of School Children problem Scale

Subscales	Gender	M	SD	t
Anxiousness	Girls	13.51	6.59	.122
	Boys	13.34	5.09	
Academic Problems	Girls	5.31	3.73	1.150
	Boys	6.46	4.55	
Aggression	Girls	4.94	3.08	1.229
	Boys	6.06	4.39	
Withdrawal	Girls	9.37	5.44	2.436**
	Boys	6.54	4.19	
Rejection	Girls	3.89	3.11	1.383
	Boys	4.94	3.28	
Somatic Complaints	Girls	5.69	3.14	.531
	Boys	5.31	2.69	
SCPS Total	Girls	42.71	20.79	.012
	Boys	42.66	17.88	

df=68, **p<0.01

The above table shows that there is significant difference on the scores obtained by both hafiz and non-hafiz on the subscale of "Withdrawal", where the girls mean value is higher which indicates that, the hafiz girls have more withdrawal tendencies as compare to hafiz boys.



Table 5 Means, Standard Deviations and t-values of Non-Hafiz Girls (n=35) and Boys (n=35) on six Subscales of Self-Esteem Scale for Children

Subscales	Gender	M	SD	t
Anxiousness	Girls	13.66	5.62	1.283
	Boys	12.06	4.78	
Academic Problems	Girls	6.26	3.87	.432
	Boys	6.63	3.30	
Aggression	Girls	6.29	3.37	.123
	Boys	6.40	4.34	
Withdrawal	Girls	10.54	6.10	2.938**
	Boys	6.94	3.91	
Rejection	Girls	4.80	2.78	1.711
	Boys	3.74	2.37	
Somatic Complaints	Girls	6.49	2.89	.294
	Boys	6.29	2.80	
SCPS Total	Girls	48.03	15.79	1.668
	Boys	42.06	14.10	

df=68, **p<0.01

The subscale that showed significant difference between the scores obtained by both genders belonging to non-hafiz category is "Withdrawal". It indicates that the non-hafiz girls will be having more withdrawal feelings as compare to non-hafiz boys.

Table 6 Means, Standard Deviations and t-values of Hafiz Girls (n=35) and Boys (n=35) on Four Subscales of Self-Esteem Scale for Children

Subscales	Gender	M	SD	t
Academic Self-esteem	Girls	28.26	3.35	2.383*
	Boys	25.94	4.66	
Self Confidence	Girls	32.23	6.62	.020
	Boys	32.20	4.99	
Social Self-esteem	Girls	34.11	4.85	1.359
	Boys	32.49	5.17	
Low Self-esteem	Girls	9.06	4.37	.383
	Boys	9.51	5.55	

df=68, *p<0.05

The table shows that, these is significant difference between the mean values of both hafiz girls and boys on the subscale of "Academic Self-esteem".

Table 7 Means, Standard Deviations and t-values of Non-Hafiz Girls (n=35) and Boys (n=35) on Four Subscales of Self-Esteem Scale for Children

Subscales	Gender	M	SD	t
Academic Self-esteem	Girls	25.94	5.08	.561
	Boys	26.57	4.26	
Self Confidence	Girls	29.69	6.46	.976
	Boys	31.34	7.69	
Social Self-esteem	Girls	33.20	4.03	.076
	Boys	33.11	5.35	
Low Self-esteem	Girls	8.80	4.83	.287
	Boys	9.09	3.36	

df= 68

The above table indicates that there is no significant difference between boys and girls (non-hafiz) population on SESC.

Table 8 Means, Standard Deviations and t-values of Hafiz Girls (n=35) on six Subscales of Self-Esteem Scale for Children

Subscales	Passed Years	N	M	SD	t
Anxiousness	2 and below	21	13.67	6.97	.165
	2+	14	13.29	6.24	
Academic Problems	2 and below	21	5.29	3.55	.055
	2+	14	5.36	4.13	
Aggression	2 and below	21	5.05	3.38	.243
	2+	14	4.79	2.67	
Withdrawal	2 and below	21	9.14	5.61	.300
	2+	14	9.71	5.37	
Rejection	2 and below	21	4.24	3.38	.816
	2+	14	3.36	2.71	
Somatic Complaints	2 and below	21	5.81	3.50	.282
	2+	14	5.50	2.62	
SCPS Total	2 and below	21	43.19	21.52	.164
	2+	14	42.00	20.42	

df=33

The table above indicates that there is no significant difference between the years passed to hifz completion among hafiz girls on SCPS.

Table 9 Means, Standard Deviations and t-values of Hafiz Boys (n=35) on six Subscales of School Children Problems Scale

Subscales	Years Passed	N	M	SD	t
Anxiousness	2 and below	18	13.61	4.09	.316
	2+	17	13.06	6.10	
Academic Problems	2 and below	18	4.56	2.57	2.789***
	2+	17	8.47	5.34	
Aggression	2 and below	18	5.00	3.22	1.491
	2+	17	7.18	5.24	
Withdrawal	2 and below	18	5.28	3.83	1.905
	2+	17	7.88	4.26	
Rejection	2 and below	18	3.83	2.50	2.168*
	2+	17	6.12	3.66	
Somatic Complaints	2 and below	18	5.11	2.95	.453
	2+	17	5.53	2.48	
SCPS Total	2 and below	18	37.39	10.57	1.857
	2+	17	48.24	22.28	

df=33, *p<0.05, ***p<0.001

The results mentioned in the above table reveals that, there is significant difference on two subscales academic problem and rejection between two ranges of years spent after hifz completion. The mean difference between on the basis of mean value of the years spent after hifz completion indicated that, the hafiz boys who have spent two or more years after completing hifz will be having academic problems and resultant rejection feelings than those hafiz who recently have completed their hifz.



Table 10 Means, Standard Deviations and t-values of Hafiz Girls (n=35) on Four Subscales of Self-Esteem Scale for Children

Subscales	Years Passed	N	M	SD	t
Academic Self-esteem	2 and below	21	27.71	3.26	1.179
	2+	14	29.07	3.45	
Self Confidence	2 and below	21	30.67	6.37	1.760
	2+	14	34.57	6.51	
Social Self-esteem	2 and below	21	34.33	4.89	.323
	2+	14	33.79	4.95	
Low Self-esteem	2 and below	21	8.43	3.50	1.043
	2+	14	10.00	5.44	

df= 33

The table indicates that, there is no significant difference between the years passed to hifz completion among hafiz girls on SESC.

Table 11 Means, Standard Deviations and t-values of Hafiz Boys (n=35) on Four Subscales of Self-Esteem Scale for Children

Subscales	Years Passed	N	M	SD	t
Academic Self-esteem	2 and below	18	26.72	3.50	1.018
	2+	17	25.12	5.64	
Self Confidence	2 and below	18	30.28	3.43	2.522**
	2+	17	34.24	5.65	
Social Self-esteem	2 and below	18	32.67	4.84	.210
	2+	17	32.29	5.64	
Low Self-esteem	2 and below	18	7.83	4.12	1.915
	2+	17	11.29	6.39	

df= 33, ** $p < 0.01$

The above table indicates that, there is significant difference got by hafiz boys on the subscale of "Self-confidence" of SESC. The mean difference between the two ranges of years revealed that, the hafiz boys who have spent two or more years after hifz completion would be having more self-confidence as compare to those hafiz who have spent two or less than two years.

Summary of the findings

Both the groups (hafiz and Non-hafiz) were analysed on t-test on the basis of gender on SCPS and SESC. The gender wise difference could be identified on only one subscale and that was "Withdrawal". Another significant finding of the present study was the analysis made on basis of the years spent by hafiz participants after completing hifz and the presence of internalizing and externalizing problems on SCPS subscales. The findings indicated that boys scored significantly higher in the range of having spent two or more years after completing hifz. The hafiz boys' scores indicated that, they are more likely to experience "Academic Problems" and resultantly "Rejection" feelings after two or more years have passed to their hifz completion. But this was not the case with girls.

As far as the scores on SESC were concerned, the hafiz boys have shown significant difference on the subscale of "Self-confidence". The results were in the favor of having high self-confidence after spending two or more years after hifz completion as compare to those hafiz who have spent less than more years yet. Again, there could not be found any significant result with reference to hafiz girls scores on SESC on the basis of years passed to their hifz completion.

Discussion

Form the review of previous literature; it has been found that several researches have focused on studying the psychological aspect of the personalities of madrassah students and their implications in their later life (Hussain, 2007; Murphy, 2005; Nisar, 2010). From results it was seen that the comparison between hafiz participants on the basis of the mean value of years passed after hifz completion showed very significant results with reference to gender where boys scored significantly higher on academic problems and feeling of rejection. It's a commonly observed fact that the girls tend to do much better in academic fields than boys (United States Agency for International Development, 2005). This fact is supported by exam results, achieving high positions and generally doing much better in schools, colleges and universities. It may be the same reason during 2-3 years, in which they focus on hifz, boys are less likely to continue their interest in the academic activities. Therefore, by the time they complete hifz, they may have loss some of the academic skills. This academic regression may result in poor academic performance, thus, inviting rejection from parents and teachers. Therefore, girls are relatively less affected probably because they continue to practice some of the academic skills like reading or writing while they are learning/memorizing Holy Quran. They will be less affected when they return to school and more likely to catch up with their peers within short period of time. Researchers also have indicated that girls' verbal side/ left hemisphere is more developed and it has been taken as due to the training effect. Therefore, the girls' concentration capacity would be high and resultantly high learning abilities.

Another factor behind girls' low score on every subscale could be the lack of freedom to express



feelings in a male dominant society of Pakistan. The high scores obtained by boys could be regarded to be present due to several factors. The emergence of problems after a specific period of time could be due to the problem in adjustment afterwards which would not be significant in earlier years when he is being treated with great respect by others. Or the results also could reveal that the hafiz, who have spent a specific period outside the harsh environment of madrassah could have gathered courage to express their feelings which they lack after leaving the institution recently. An alternative explanation of this finding could be given by keeping in view the time period when a child has to go for hifz. A hafiz usually skip the classes of 6, 7 and 8 and that is the period to make the base for further studies. When one does not attend the school and keep away from academic activities it can then lead towards difficult situation afterwards on continuing regular education. Thus, these and other such factors could them towards having rejection feeling among hafiz boys.

The hafiz boys also scored significantly higher than girls on the subscale of self-confidence which can probably be because of the respect they take while moving outside in the society. They are usually called as “hafiz sahib” by most of the people they encounter with. This and other respectful gestures they receive from others give them self-confidence. Also, as discussed by (Cherty & Bradley, 2011) the activity to read the asked material loudly in the class helps in building up self-confidence among hafiz. An generally it had been seen in Pakistani society that, they boys have to move outside the home more as compare to girls, they continue practicing reciting material in front of large gatherings after completing hifz as well. On the other hand, girls find fewer opportunities to keep on practicing such activities, thus creating a discrepancy between the two (girls and boys). Therefore, one of the reasons behind this could be the practices and activities they have to be a part of during the years of hifz.

Limitations and future research

The present study do have some limitations, therefore, the findings should be explained in the light of some limitations. It was seen that, if something is socially sensitive, people are less

willing to come forward for discussing about their problems. The case of hafiz problems does have same limitation as they under the social desirability effect are less likely to open up about sharing their problems. The group setting was used in present study, which resulted in conformity in results, individual sessions can be used to avoid group impacts and real feelings could be expressed. The use of direct approach to explore about significant aspects of hafiz population proved to have limitations, therefore, some in-depth and indirect approaches can be used for getting more appropriate and comprehensive results. It revealed that, the present study do extend our understanding and knowledge regarding the impact of madrassah environment on students studying there and what kind of psychological impact that could have on these adolescents. The present study used structured way to study the target population, semi-structured interview can be beneficial which will address the statistically addresses hypotheses.

Implication of the study

This study can be implicated in the fields like educational psychology; in order to enhance self-esteem and motivation in education, school psychology; to improve academic achievement and consulting classroom behaviors according to gender specific needs, in developmental psychology; in order to improve attachment styles which leads to self-esteem, self-confidence and developing problems in their further life and counselling psychology in order to improve well-being and to ameliorate psychological problems.

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