

Attachment Styles, Self-Esteem, Internalizing And Externalizing Problems Among Hafiz And Non-Hafiz Adolescents

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Abstract

The present comparative study focused on exploring attachment styles, self-esteem and the presence of internalizing and externalizing problems among hafiz and non-hafiz adolescents. A purposive sampling strategy was used to recruit 140 school-going participants 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 no significant difference between hafiz and non-hafiz population on internalizing, externalizing problems and level of self-esteem. Regression analysis showed that low level of self-esteem is strong positive predictor of both internalizing and externalizing problems among hafiz whereas among non-hafiz for only externalizing problems. Significant difference was found on demographic variables on attachment styles and internalizing and externalizing problems. This research has its implication in educational psychology in order to enhance self-esteem and motivation in education, school psychology; to improve academic achievement and consulting classroom behaviors, and counselling psychology in order to improve well-being and to ameliorate psychological problems.

Keywords: adolescents, self-esteem, internalizing and externalizing behaviors, attachment styles, madrassas

Introduction and literature

In Islamic countries, Madrassah is the most common place where children get their initial formal education. Madrassah is an institution where Islamic subjects are being taught along with the teachings of Quran, the sayings of the Holy Prophet (Hadith) and Jurisprudence (fiqah) and law (Moulton, Silverstone, Anzar & Khan, 2008). It is worth knowing that some of the Muslim children get their formal only Islamic education only from Madrassah while others join it as an additional learning place while going to regular schools for primary and secondary education (Moulton, Silverstone, Anzar & Khan, 2008). Some of the Madrassah in Pakistan are now only confined with the practice of memorization of Quran. A person memorizing Quran by heart is known as Hafiz who enters the Madrassah at the age between 9-10 years due to their parent's

religious inclination after they have spent 2 to 3 years in regular school (Anderson, 2009; & Bano, 2007). The madrassah has a very strict environment ensuring harsh discipline (Nisar, 2010). 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. According to Stern (2000), the estimated number of madrassahs present in Pakistan is 40000 to 50000 which is why there is a need to explore of growth and development in a strict environment of a hafiz student in madrassah. It was seen when a hafiz leaves madrassa; they left with rigid mindset and when they start normal schooling they may face adjustment issues and mental health problems. This current study is proposed to identify any internalizing or externalizing problems, transitional adjustment issues of a hafiz student. In addition, this study aimed to establish a

comparison between a hafiz and non-hafiz student, self-esteem and internalizing and externalizing behavior; which may arise due to certain attachment style.

Adolescence age when a child enters Madrassah is considered epitome of importance as it consists of the period between childhood and adulthood and contains with it all the physical, psychological and developmental changes (Larson, & Wilson, 2004). Adolescence” 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. 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. The clinical psychologists could understand the adolescents’ emotional, behavioral, social and psychological problems and could help managing them in a better way (Dryfoos, 1994, 1998; Flaherty et al., 1996; Tyack, 1992). If not dealt carefully may lead to mental disorders and stress (Convention on the Rights of the Child, 2003). Many of these issues arise when an individual tries to find his separate individuality and identity, which is distinct from his family. Another prominent feature of this phase is the turning towards the peers for social and personal support developing self-esteem to face these changes.

Psychological problem is that thought, feeling or behavior that prevents you from achieving your desired goals. Internalizing problems are more to do with thoughts and externalizing problems more to do with behaviors. 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). Thus, this might be the case with a hafiz as well who after coming from a harsh environment with multiple instances of physical and sexual abuse would be having problem in taking pace with the new learning environment. Also, due to high moral values inculcated in them in madrassah, hafiz would be having high effortful control and consequently high level of guilt and shame will be experienced by them as compare to his fellows (Rothbart et al., 1994) and the result would be in the form of internalizing problems faced by them (Loukas & Murphy, 2006).

Self-esteem is the notion that relates to what extent one evaluates himself as worthy, successful and a

well-meaning person. According to a psychologist William James, it is very important to look at our own perspectives that how do we look ourselves in this world because our feelings and thoughts are linked with our internal interpretation of ourselves (Birndorf, Ryan, Auinger, & Aten, 2005). A research conducted by Cherty and Bradley (2011) under the guidelines of Institute for Public Policy Research revealed that madrassah can have very strong and positive effects on the students if it provides better and helpful environment for the children studying there. It is seen that having strong religious identity can make them develop high self-esteem and confidence. Another aspect of self-esteem discussed in various researches is that, self-esteem emerges from one’s social interaction (Goodson, et al., 2006). This is very important phenomenon to be given consideration. As it has been discussed in researches that, the madrassah students did not get enough environment to interact positively with others (Lys, 2006), it can have negative implications in their life in the long run. These with other risk factors such as relation with parents can be predictors for the development of various problems and well-being among the children and adolescents (Amato & Fowler, 2002; Fergus & Zimmerman, 2005; Hill et al. 2003; Miller et al. 1999).

According to Bowlby theory of attachment (1969), human beings are biologically prepared to develop attachment with their primary caregivers. Other researchers investigated 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.

Purpose of the study

One of the prominent features of the present study is that, it will be conducted to explore about the presence of internalizing and externalizing problems of a highly selective population which has not been studied earlier in such a way. Also,

the parental attachment styles according to their perception will be discovered and the impact of these variables will be searched out on the self-esteem of these adolescents. This idea suggests that it will help in understanding if there is any difference in the prevalence of internalizing and externalizing problems between these two populations. This will also make it clear if the problems faced by hafiz are due that period spent in the Madrassah or that typical restricted environment does not have any kind of impact on the formation of self-esteem of Hafiz. These are some appealing and distinctive points which make the present study a distinguishing study from the work done previously.

A report by United Nations Children's Fund (UNICEF, 2011) also put considerable attention on the need for greater public support and awareness regarding the adolescents' problems. Especially the family, peers and school communities are needed to be aware about such problems so that they can play their role in management of their problems in an effective way. It ultimately will raise the confidence of these adolescents and resultantly their problem solving and social skills abilities will be amplified as well. The end result of this could be seen in lesser mental health issues faced by adolescents in various fields of life. The report further stressed on the need for early recognition of emotional distress faced by adolescents and the provision of psychological support well before time. 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.

This study will help in the early identification of these problems and ultimately in the development of an effective plan which could save them from severe problems after entering in the later periods of life. Because adolescence is very important and sensitive period of life, the quality of upcoming life is very much dependent on this particular stage. 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

▪ To identify the relationship between the variables of Attachment styles, Self-esteem, internalizing and externalizing problems.

▪ To explore the relationship between different demographic variables between dependent (age, gender) and independent variables (hafiz and non-hafiz).

Hypotheses

- It is hypothesized that Hafiz adolescents will have significantly more internalizing and externalizing problems than non-hafiz adolescents.
- It is hypothesized that Hafiz adolescents will have significantly high self-esteem as compare to non-hafiz adolescents.
- It is hypothesized high self-esteem will be strong negative predictor of internalizing and externalizing problems among hafiz/non-hafiz adolescents.
- It is hypothesized that Hafiz/ Non-Hafiz adolescent who belongs to three attachment pattern will be significantly different on six subscales of SCPS.

Method

For this study, a correlational survey method will be used and then a comparison will be 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 f(%)	Boys f(%)	Total 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 Percentages and Frequencies of the Attachment Styles of the Participants (N=140)

Attachment Style	Hafiz	Non-hafiz	Total
	f(%)	f(%)	f(%)
	70(50)	70(50)	140(100)
Secured	36(51)	30(43)	66(47)
Avoidant	16(23)	16(23)	32(23)
Ambivalent	18(26)	24(34)	42(30)

The table shows that, there are no difference between two populations on attachment pattern they have with their parents.

For testing hypothesis that Hafiz adolescents will have significantly more internalizing and

externalizing problems than non-hafiz adolescents.

Table 5 Means, Standard Deviations and t-values of Hafiz (n=70) and Non-hafiz (n=70) on Six Subscales of School Children problems Scale

Subscales	Category	M	SD	t
Anxiousness	Hafiz	13.43	5.85	.609
	Non-hafiz	12.86	5.24	
Academic Problems	Hafiz	5.89	4.17	.849
	Non-hafiz	6.44	3.57	
Aggression	Hafiz	5.50	3.81	1.302
	Non-hafiz	6.34	3.86	
Withdrawal	Hafiz	7.96	5.03	.891
	Non-hafiz	8.74	5.40	
Rejection	Hafiz	4.41	3.22	.288
	Non-hafiz	4.27	2.62	
Somatic Complaints	Hafiz	5.50	2.91	1.825
	Non-hafiz	6.39	2.83	
SCPS Total	Hafiz	42.69	19.25	.805
	Non-hafiz	45.04	15.17	

The table above shows that there is no significant difference on any of the subscales of SCPS between hafiz and non-hafiz participants. For testing another hypothesis that Hafiz adolescents will have significantly high self-esteem as compare to non-hafiz adolescents.

Table 6 Means, Standard Deviations and t-values of Hafiz (n=70) and Non-hafiz (n=70) on Four Subscales of Self-Esteem Scale for Children

Subscales	Category	M	SD	t
Academic Self-esteem	Hafiz	27.10	4.19	1.123
	Non-hafiz	26.26	4.67	
Self Confidence	Hafiz	32.21	5.82	1.549
	Non-hafiz	30.51	7.10	
Social Self-esteem	Hafiz	33.30	5.04	.173
	Non-hafiz	33.16	4.70	
Low Self-esteem	Hafiz	9.29	4.96	.444
	Non-hafiz	8.94	4.13	

The above table indicates that there is no significant difference on any of the subscales of SESC between hafiz and non-hafiz participants.

Table7 Multiple Regression Analysis of six Subscales School Children Problem Scale and four Subscales of Self-Esteem Scale for Children (non-hafiz, n=70)

Subscales	Non-hafiz					Hafiz				
	B	SEB	B	T	p	B	SEB	B	T	p
Anxiousness										
Academic Self-esteem	-.14	.15	-.13	.94	.350	-.08	.19	-.06	.419	.677
Self Confidence	.06	.09	.08	.63	.533	-.15	.13	-.15	1.19	.238
Social Self-esteem	-.06	.15	-.05	.38	.706	.01	.17	.01	.05	.960
Low Self-esteem	.18	.16	.14	1.12	.265	.41	.14	.34**	2.83	.006
Academic problems										
Academic Self-esteem	-.28	.09	-.36**	2.85	.006	-.39	.11	-.39***	3.61	.001
Self Confidence	.08	.06	.16	1.28	.205	.09	.07	.13	1.24	.221
Social Self-esteem	-.08	.09	-.11	.87	.387	-.17	.09	-.21	1.79	.079
Low Self-esteem	.06	.11	.07	.57	.568	.32	.08	.38***	3.86	.001
Aggression										
Academic Self-esteem	-.16	.10	-.19	1.58	.118	-.23	.11	-.25*	2.15	.035
Self Confidence	.14	.06	.26	2.18	.033	.12	.07	.18	1.65	.105
Social Self-esteem	-.15	.09	-.18	1.53	.131	-.22	.09	-.29*	2.37	.021
Low Self-esteem	.34	.11	.37**	3.28	.002	.29	.08	.37***	3.56	.001
Social withdrawal										
Academic Self-esteem	-.08	.16	-.07	.49	.622	.04	.16	.03	.24	.813
Self Confidence	.18	.10	.23	1.78	.080	-.003	.11	-.003	.03	.978
Social Self-esteem	-.03	.15	-.02	.13	.856	-.26	.14	-.26	1.89	.063
Low Self-esteem	.10	.16	.08	.62	.536	.37	.12	.37**	3.13	.003
Feelings of Rejection										
Academic Self-esteem	-.04	.08	-.07	.52	.604	-.03	.11	-.04	.33	.745
Self Confidence	-.01	.05	-.02	.19	.852	.07	.07	.14	1.04	.303
Social Self-esteem	.03	.07	.05	.35	.729	-.15	.09	-.24	1.64	.107
Low Self-esteem	.08	.08	.13	1.05	.299	.19	.08	.29*	2.37	.021
Somatic Complaints										
Academic Self-esteem	-.03	.08	-.04	.31	.760	-.09	.10	-.14	.99	.324
Self Confidence	.04	.05	.09	.67	.509	-.07	.07	-.15	1.08	.281
Social Self-esteem	.04	.08	.07	.49	.623	.16	.09	.28	1.82	.073
Low Self-esteem	.01	.09	.02	.18	.861	.13	.07	.22	1.71	.092
SCPS Total										
Academic Self-esteem	-.72	.42	-.22	1.71	.092	-.80	.56	-.17	1.43	.158
Self Confidence	.49	.28	.23	1.79	.078	.06	.38	.02	.15	.884
Social Self-esteem	-.25	.42	-.08	.61	.547	-.64	.49	-.17	1.30	.197
Low Self-esteem	.79	.44	.21	1.77	.081	1.70	.42	.44***	4.03	.001

Regression analysis was used to see that how much the level of self-esteem predicts the existence of internalizing and externalizing problems among hafiz adolescents. Using the enter method, a significant model emerged where $F(4,69) = 3.968$, $p < .006$. This model explains the 14% of the variance (Adjusted $R^2 = .147$). On seeing the table 9, it has been revealed that Low self-esteem is a strong positive predictor of anxiousness on SCPS. For making a comparison between hafiz and non-hafiz adolescents' results, again regression analysis was used to see that how much the level

of self-esteem predicts the existence of internalizing and externalizing problems among non-hafiz adolescents. Using the enter method, a significant model emerged where $F(4,69) = 3.041$, $p < .023$. This model explains the 10% of the variance (Adjusted $R^2 = .106$).

In order to investigate the mean difference of three attachment styles on six factors of SCPS Analysis of Variance was carried out. Furthermore, Post Hoc Test with LSD was computed in order to test category wise difference on each factor of SCPS.

Table 8 One Way Analysis of Variance for Six Subscales of SCPS across Three Levels of Attachment Styles (hafiz, n=70; non-hafiz, n=70)

Subscales	Attachment Styles															
	Hafiz						Non-hafiz									
	Secure (n=36)		Avoidant (n=16)		Anxious/Ambivalent (n=18)		Secure (n=30)		Avoidant (n=16)		Anxious/Ambivalent (n=24)		Avoidant (n=16)		Anxious/Ambivalent (n=24)	
	M	SD	M	SD	M	SD	F	M	SD	M	SD	M	SD	M	SD	F
Anxiousness	11.44	5.01	15.88	6.21	15.22	6.01	4.78**	12.17	4.26	15.19	5.83	12.17	5.69	12.12	5.69	2.12
Academic problems	5.44	3.56	6.25	3.75	6.44	5.57	.417	6.90	2.97	6.94	4.50	5.54	3.55	5.54	3.55	1.17
Aggression	5.61	4.02	5.13	3.28	5.61	3.97	.098	6.73	3.60	5.75	3.77	6.25	4.31	6.25	4.31	.343
Withdrawal	6.94	4.01	8.88	5.85	9.17	5.90	1.54	7.67	4.20	9.69	6.14	9.46	6.16	9.46	6.16	1.05
Rejection	4.64	2.99	4.25	2.49	4.11	4.24	.184	3.60	2.34	5.56	2.78	4.25	2.62	4.25	2.62	3.11*
Somatic Complaints	4.89	2.96	6.75	2.77	5.61	2.70	2.37	6.57	3.00	5.81	2.48	6.54	2.88	6.54	2.88	.419

In order to look at the differences between six subscales of SCPS and three attachment styles, post-hoc comparison was carried out. For that purpose, LSD method was used. The results obtained then indicated that, there is strong relationship of "Anxiousness" across three attachment styles. It made it clear that, the hafiz adolescents who would be having anxious feelings would also be having avoidant or anxious/ambivalent attachment style. It also

revealed no significant relationship between secured attachment style and anxiousness. Apart from that, no significant relationship found on any of the subscales of SCPS across three attachment styles. Results also indicate that there is significant score on "Rejection" and it has strong relationship across three attachment styles. It made it clear that, the non-hafiz adolescents who would be having feelings of rejection are likely to be having avoidant/ ambivalent attachment styles. Apart

from that, no significant relationship found on any of the subscales of SCPS across three attachment styles.

As far as the secondary hypotheses were concerned, both the groups (hafiz and Non-hafiz) were tested on basis of gender on SCPS and SESC. The analysis was made by using t-test and the results obtained showed that, among both categories of participants (hafiz and non-hafiz), the gender wise difference could be identified on only one subscale and that was "Withdrawal". The significance level among both population was $**p < 0.01$. On the other hand, the results also indicated that, no significant gender difference was there on any of the subscales of SESC.

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" ($***p < 0.001$) and resultantly "Rejection" ($*p < 0.05$) 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" ($**p < 0.01$). 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.

On the whole, the results showed that, the low level of self-esteem among hafiz would lead them towards having both internalizing and externalizing problems, whereas, the low level of self-esteem among non-hafiz would be a positive predictor of externalizing problems. The impact of attachment styles, in both hafiz and non-hafiz will be having significant relationship with internalizing problems. Most significant among these internalizing problems are "Anxiousness" and "Withdrawal" respectively. Another important finding was the relationship between the internalizing, externalizing problems and self-esteem and the years passed to hifz completion where boys have shown significant results but the girls did not.

Discussion

One of the main concerns in these studies was to explore about the influences the environment of madarassah could have on the students studied there as they had been provided with strict and harsh environment (Hussain, 2007). One of the most important considerations while studying madarassah students and environment was that, it sometimes results in high effortful control (Rothbart et al., 1994) which can further lead towards internalizing or externalizing problems. This point made the importance of identifying the impacts and problems the madarassah environment could have just after they leave that harsh place. The results obtained provided partial support for the hypotheses of the present study. The comparison made between hafiz and non-hafiz on internalizing and externalizing problems did not show any significant results but 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). Another aspect of the findings of the current study is the implications of the culture prominent in our society. Every culture has its unique pattern to be followed by every individual living in it. We are living in a collectivistic culture, where the overall expression of feelings is not very easy as is present in individualistic cultures. Another distinguished feature of our culture is less openness and more conformity which is opposite to individualistic cultures. The non-significant results obtained by both groups when compared on mean differences can be regarded to have very important implications in it. It is obvious that, in our collectivistic culture, it is required to suppress the feelings, whereas scenario could be different in an individualistic culture. Therefore, results could be significant and this thing should be taken into consideration.

Another reason can be significant with respect to the present study findings is setting in which study was conducted. It has been discovered that, when adolescents are studied in groups, they try to give socially more desirable answers and conform to norms. In groups, they are not ready to explain and explicate unpleasant events of their life. Also with reference to hafiz population, they tend to give more desirable and favorable answers and fewer tendencies to describe true negative feelings. They try to express themselves as having positive self-images of themselves and being superior and special as they are treated in our culture in such a

way. They try to give answers under the social desirability effect regardless of their true feelings, which makes the reason clear why there could not be found any significant difference in the results of both categories results. As far as the attachment styles are concerned, the role of attachment style on the adolescents' development has been studied for a long time and the findings have been described in a number of important ways. The first ever study conducted in this area was by Bowlby (1969) and he discussed that, mostly attachment pattern follow the sequence of having 60% population in secured attachment style. 20% population will be having avoidant and 20% anxious/ambivalent respectively. If the results of the present study are taken into consideration, the same sequence was followed by both the populations.

The most important thing that should be kept into consideration is the impact of social desirability effect on hafiz population. It is general observation that, when an adolescent becomes hafiz, the society demands him to be a perfect person, in social surrounding, he is treated with great respect and dignity, this attitude in return demands positive and responsible approach from him as well. When hafiz are being greeted with honor and the expectations of social environment become too strong, it ultimately lead hafiz towards living according to society's demands and expectations. They find narrow space to become the original persons, rather, they try to fulfill the desires imposed by the society, therefore the social desirability effect is one of the major contribution towards the lack of freedom to express true feelings. This effect is overall very dominant in Pakistani society but when it comes to hafiz population the intensity and strength becomes more obvious and solid, thus, creating little chances for them to act according to their own personalities. By keeping in view above mentioned points, present study focuses on the need to study and work for study population as they never had been studied so keenly before. This can help in making a comprehensive and better management plan for them when they enter a school after hafiz completion. This and such significant things of the present study make it more prominent among researches conducted in the present age.

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 same problem was less cooperative behavior which ultimately could have affected results. 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, and counselling psychology in order to improve well-being and to ameliorate psychological problems.

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