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A COMPARATIVE STUDY OF STRESS OF MADARSA AND NON-MADARSA STUDENTS AT PRIMARY SECTION

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ABSTRACT:

The present era is well known as the age of stress and anxiety. Stress is affecting almost each and every individual irrespective of age, gender, class, sex, race, religion etc. Stress is an integral part of our life. Stress could be positive as well as negative. When we are doing our work properly and systematically then it is because of positive stress or eustress but when we lose our rhythm for same work, it is negative stress or distress. So, stress is good in one way and bad in other way. The present research study was undertaken to assess and compare the level of stress among Madarsa and Non-Madarsa students of Primary Section in relation to their

Gender . The sample of the present study consisted of 104 Madarsa and Non Madarsa students of Primary Section studying in 8th Class of Madarsa & Non-Madarsa recognized by Utrakhnad Madarsa. Madarsa students 52(26 Boys and 26 Girls) and from Non-Madarsa 52 students (26 Boys and 26 Girls) were included in this sample. To collect the data researcher used student's stress scale (SSS) developed by Dr. Zaki Akhtar (2011).The obtained data was analyzed using percentage, means, S.D's, 't'-test. The result revealed significant difference in stress level of Boys and Girls. The results of the study showed that total madarsa and non-madarsa students showed below average level of stress level. The boys posses more stress than the girls and Non-Madarsa students are more stressed than their Madarsa counterparts. The implications of the present study may be useful for the parents, teachers and policy makers.

KEYWORDS: Stress, Primary School, Madarsa ,Non-Madarsa Gender.

INTRODUCTION :

In psychology, stress is a feeling of strain and pressure. Stress is a type of psychological pain. Small amounts of stress may be desired, beneficial, and even healthy. Positive stress helps to improve academic and physical performance. It also plays a factor in motivation, adaptation, and reaction to the environment but excessive amounts of stress may lead to bodily harm. Stress

can increase the risk of strokes, heart attacks, ulcers, and mental illnesses such as depression. Stress can be external and related to the environment, but it may also be caused by internal perceptions that cause an individual to experience anxiety or other negative emotions surrounding a situation, such as pressure, discomfort, etc., which they then deem stressful. A very much overlooked side of stress is its positive adaptations. The stress can lead to motivation and challenge instead of anxiety. The effects of experiencing eustress,

which is positive stress, versus distress, defined as negative stress, are significant. Hans Selye (1956) first popularized the concept of "stress" in the 1950s. Selye theorized that all individuals respond to all types of threatening situations in the same manner, and he called this the General Adaptation Syndrome (GAS).Lazarus & Folkman (1984) opinioned that, stress is a mental or physical phenomenon formed through one's cognitive appraisal of the stimulation and is a result of one's interaction with the

environment. Vijaya and Karunakaran (2013) found that stress is a complex phenomenon. It mainly depends on one's temperaments, environmental conditions, experiences and situations. It is experienced by every individual in any one situations or the other. It is a part of life and it is generated by constant changing situations that one has to face. Piekarska (2000) found in a study that the essential factors for the formation of stress are frequent and strong. There is a closely relation between the results of stress and psychological and personality characteristics. McGrath (1982) said that the external forces that encroaches on our body are called stressors. Feng (1992) and Volpe (2000) defined stressor as anything that challenges an individual's adaptability or stimulates an individual's body or mentality. Stress can be caused by environmental factors, psychological factors, biological factors, and social factors. It can be negative or positive to an individual, depending on the strength and persistence of the stress, the individual's personality, cognitive appraisal of the stress, and social support. Vijaya and Karunakaran (2013) in their study revealed that most of the boys expressed high level of stress and moderate stress compared to girls. Whereas majority of girl students exhibited low level of stress compared to Boys. Chiang (1995) revealed that school is one of the main sources of stress among adolescents. Such stress comes from too much homework, unsatisfactory academic performance, preparation for tests, lack of interest in a particular subject, and teacher's punishment. Generally, parents are very concerned about their children's academic achievement and moral behaviors. Parents expect their children not only to respect teachers and follow moral norms but also become elite in the future. Chang & Lu (2007) suggested that academic institutions have different work settings compared to nonacademic and therefore one would expect the difference in symptoms, causes, and consequences of stress. Stevenson & Harper (2006) pointed out that stress in academic institutions can have both positive and negative consequences if not well managed. Goodman (1993) revealed that students have different expectations, goals, and values that they want to fulfill, which is only possible if the students' expectations, goals, and values are integrated with that of the institution. Goodman (1993) stated that stressors affecting students can be categorized as academic, financial, time or health related, and self-imposed. The review of the related literature suggests that most of the studies are conducted upon children of various age groups and very rarely any study has been conducted upon primary school students of Madarsa and Non-Madarsa of Haridwar district of Utrtrakhand. Hence this investigation is a modest venture in this direction.

STATEMENT OF THE PROBLEM-

The quality of a nation depends upon the quality of its Citizen and particularly on its youths. Primary education is important to develop such youths which have moderate stress. Hence the present study is entitled "A COMARATIVE STUDY OF STRESS OF MADARSA AND NON-MADARSA STUDENTS AT PRIMARY SECTION".

OBJECTIVES OF THE STUDY-

The following are the objectives of the study

1. To assess the level of Stress of Madarsa and Non-Madarsa Primary Section students.
2. To compare the difference of stress of Madarsa and Non-Madarsa Primary Section students with respect to their Gender.
3. To compare the difference of stress of Madarsa and Non-Madarsa Primary Section students
4. To compare the difference of stress of Madarsa primary School boys and girls..
5. To compare the difference of stress of Non-Madarsa primary Section boys and girls.
6. . To compare the difference of stress of Madarsa & Non-Madarsa primary Section boys .
7. To compare the difference of stress of Madarsa & Non-Madarsa primary Section girls .

HYPOTHESES OF THE STUDY-

In pursuance of the Objectives of the study, the following null hypotheses were formulated.

1. The Stress level of total Madarsa and Non-Madarsa Primary section students is of average level.

2. There is no significant difference between Madarsa and Non-Madarsa Primary Section Boys and Girls with respect to their level of stress gender.
3. There is no significant difference between Madarsa and Non-Madarsa Primary Section Students with respect to their level of stress.
4. There is no significant difference between boys and girls of Madarsa primary Section with respect to their level of stress.
5. There is no significant difference between boys and girls of Non-Madarsa primary Section with respect to their level of stress.
6. There is no significant difference between Madarsa and Non-Madarsa primary Section boys with respect to their level of stress.
7. There is no significant difference between Madarsa and Non-Madarsa primary Section girls Students with respect to their level of stress

OPERATIONAL DEFINITION OF THE KEY TERMS:

STRESS- The stress is a feeling of strain and pressure. Stress is a type of psychological pain. Small amounts of stress may be desired, beneficial, and even healthy. Positive stress helps improve academic performance. It also plays a factor in motivation, adaptation, and reaction to the environment. Excessive amounts of stress, however, may lead to bodily harm. Stress can increase the risk of strokes, heart attacks, ulcers, and mental illnesses such as depression.

PRIMARY SECTION- The Schools which admit the students for primary education (1st to 8th Class). In this study Primary Section students means Students who are enrolled in 8th class of Madarsa and Non-Madarsa.

(A)MADARSA -The primary Schools which are recognized by state madarsa board of Uttrakhand government and managed by trust or registered society and in which along with worldly subjects religious education also imparted to the students.

(B)NON-MADARSA-The primary Schools which are recognized by Uttrakhand government and managed and run by societies, trusts or Uttrakhand state government.

GENDER: The state of being male or female. It is typically used in the reference to social and cultural differences rather than biological ones. The two main Genders are Male and Female.

METHODOLOGY-

The descriptive method of research was employed for the present study.

POPULATION-

The population to the present study is primary section students of Madarsa and Non Madarsa schools recognized by Uttrakhand government and studying in 8th class in Haridwar District.

SAMPLING-The sample consisted of 104 students of 8th class studying in Madarsa and Non-Madarsa, Primary section schools of Haridwar District (Uttrakhand). To collect sample Stratified Sample Technique was used. For this purpose two madarsa and two non madarsa primary schools were selected from Tehsil Laksar of district Haridwar. 52 students were selected from Madarsa & 52 students from Non-Madarsa schools and further sample is divided into 50% boys students and 50% girls students both from Madarsa and Non-Madarsa primary section.

TOOL USED-"Student's Stress Scale" developed Dr. Zaki Akhtar is used to measure the Stress of the primary section students. There are 51 items, 41 positive and 10 negative items. The test retest reliability of the scale is found to be 0.71. This scale was published by H.P. Bhargava Book House, Agra

STATISTICAL TECHNIQUE-

To analyze the data and interpret the data, the investigator used the following Descriptive statistical techniques:

1. Percentage
2. Mean and Standard Deviation

2.t-test to compare the groups

RESUL AND INTERPRETAION:

OBJECTIVE 1: To assess the level of Stress of Madarsa and Non-Madarsa Primary Section students.

Table No.1
Showing classification of Stress of Primary section Students in terms of categories.

Variable	Types of school	Gender	Student's stress Mean Score
Student's Stress	Madarsa School	Boys	150.73
		Girls	123.12
		Total	136.93
	Non-Madarsa School	Boys	152.69
		Girls	128.92
		Total	140.80
Total			138.86

HYPOTHESIS 1: "The Stress level of total Madarsa and Non-Madarsa Primary section students is of average level". It is clear from table 1 that out of all students shows 138.86 mean scores i.e. below average level (126 to 145 -cleared from manual of the scale) of Stress. The 25% students shows (Madarsa 'boys) mean score 150.73 that is average level of stress (146 to 172 cleared from manual of the scale) of Stress level. The 25% students shows (Madarsa Girls) mean score 123.12 that is low level of stress (106 to 125 - cleared from manual of the scale) of Stress).Non-Madarsa students showed 140.80 mean score i.e. below average level of stress(126-145-cleared from manual of the scale) of stress. The non-madarsa primary section boys showed highest level of a Stress i.e.152.69 and madarsa primary section girls the least level of stress i.e.123.12.So the Hypothesis 1 which states that "The Stress level of total Madarsa and Non-Madarsa Primary section students is of average level" is rejected. It is clear from table NO-1.that total madarsa and non-madarsa students showed below average level of stress i.e.138.86 (126 to 145-cleared from manual of the scale)

OBJECTIVE 2: To compare the difference of stress of Primary Section students with respect to their Gender.

Table 2
Mean, SD and t-value of Male and Female Students of Madarsa and Non-Madarsa primary section

Variable	Group	No. of Students	Mean	SD	df	t-value	Result
Student's Stress	Boys	52	151.71	2.12	102	23.19	**
	Girls	52	126.02	7.77			

**Significant at .01 level

HYPOTHESIS 2: "There is no significant difference between Madarsa and Non-Madarsa Primary Section Boys and Girls with respect to their level of stress". Table 2 shows the Mean, SD and t-value of boys and girls students of madarsa and non-madarsa, It is clear from the Table 2 that the t-value of mean difference of Stress of Boys and Girls of primary section students came out 23.19 that is significant at 0.01 level of confidence. So Hypothesis no 2 which states that "There is no significant difference between Madarsa and Non-Madarsa Primary Section Boys and Girls with respect to their

level of stress ” is rejected. There is significant difference in their level of stress of primary section students on the basis of Gender. It is clear from table 2 that boys showed more stress than girls.

OBJECTIVE 3: To compare the difference of stress of Madarsa and Non-Madarsa Primary Section students

Table 3
Mean ,SD and t-value of madarsa and non madarsa students of primary Section.

Variable	Group	No. of Students	Mean	SD	df	t-value	Result
Student's Stress	Madarsa students	52	136.92	19.96	102	1.16	Not Significant
	Non-Madarsa students	52	140.80	13.43			

HYPOTHESIS 3: “There is no significant difference between Madarsa and Non-Madarsa Primary Section Students with respect to their level of stress”. Table 3, Shows Mean, S.D, of student's stress of total madarsa students and total Non-madarsa students . It is clear from the Table 3 that the t-value of mean difference of Student's stress of total Madarsa and total Non-madarsa students of came out 1.16 that is not significant at 0.05 level of confidence. So Hypothesis no 3 which states that “There is no significant difference between Madarsa and Non-Madarsa Primary Section Students with respect to their level of stress” is accepted. It indicates that there is not significant differences in Student's stress of total Madarsa students and total non-madarsa students.

OBJECTIVE 4:To compare the difference of stress of madarsa primary Section boys and girls..

Table 4
Mean, SD and t-value of Boys & Girls of Madarsa Primary Section

Variable	Group	No. of Students	Mean	SD	df	t-value	Result
Student's Stress	Madarsa Boys	26	150.73	0.70	50	63.05	**
	Madarsa Girls	26	123.12	2.12			

****Significant at .01 level**

HYPOTHESIS 4: “There is no significant difference between boys and girls of Madarsa primary Section with respect to their level of stress”. Table 4, Shows Mean, S.D, of Student's stress of boys and girls of primary section madarsa. It is clear from the Table 4 that the t-value of mean difference of Student's stress of madarsa boys and girls of primary section came out 63.05 that is significant at 0.01 level of confidence. So Hypothesis no 4 which states that “There is no significant difference between boys and girls of Madarsa primary Section with respect to their level of stress” is rejected. It indicates that there is significant differences in Student's stress of Madarsa boys and girls students. Madarsa boys possess more stress than theirs girls counterparts.

OBJECTIVE 5: To compare the difference of stress of Non-Madarsa primary Section boys and girls.

Table 5
Mean, SD and t-value of boys and girls of Non-Madarsa Primary Section

Variable	Group	No. of Students	Mean	SD	df	t-value	Result
Student's Stress	Non-Madarsa Boys	26	152.69	1.41	50	20.81	**
	Non-Madarsa Girls	26	128.92	5.65			

**Significant at .01 level

HYPOTHESIS 5: "There is no significant difference between boys and girls of Non-Madarsa primary Section with respect to their level of stress". Table 5, Shows Mean, S.D, of Student's stress of boys and girls students of Non-madarsa primary Section. It is clear from the Table 5 that the t-value of mean difference of Student's stress of boys and girls Students of non-madarsa primary section came out 20.81 that is significant at 0.01 level of confidence. So Hypothesis no 5 which states that "There is no significant difference between boys and girls of Non-Madarsa primary Section with respect to their level of stress" is rejected. It indicates that there is significant differences in Student's stress of boys students and girls students of Non-madarsa primary Section. Non-madarsa boys showed more stress than their girls counterparts.

OBJECTIVE 6: To compare the difference of stress of Madarsa & Non-Madarsa primary Section boys .

Table 6
Mean, SD and t-value of boys of Madarsa and Non-Madarsa primary Section

Variable	Group	No. of Students	Mean	SD	df	t-value	Result
Student's Stress	Madarsa boys	26	150.73	0.70	50	6.34	**
	Non-Madarsa boys	26	152.69	1.41			

**Significant at .01 level

HYPOTHESIS 6: "There is no significant difference between Madarsa and Non- Madarsa primary Section boys Students with respect to their level of stress". Table 6: Shows Mean, S.D, of Student's stress of Madarsa boys and Non-madarsa boys of primary Section. It is clear from the Table 6 that the t-value of mean difference of Student's stress of boys of madarsa and non-madarsa students of primary section came out 6.34 that is significant at 0.01 level of confidence. So Hypothesis no 6 which states that "There is no significant difference between Madarsa and Non-Madarsa primary Section boys Students with respect to their level of stress" is rejected. It indicates that there is significant differences in the level of stress of boys of Madarsa and Non-Madarsa. Boys of Non-Madarsa showed more stress than their Madarsa counterparts.

OBJECTIVE 7: To compare the difference of stress of Madarsa & Non-Madarsa primary Section girls

Table 7
Mean, SD and t-value of Female students of Madarsa and Non-Madarsa of Primary Section

Variable	Group	No. of Students	Mean	SD	df	t-value	Result
Student's Stress	Madarsa Girls	26	123.12	2.12	50	4.90	**
	Non-Madarsa Girls	26	128.92	5.65			

**Significant at .01 level

Hypothesis 7: "There is no significant difference between Madarsa and Non-Madarsa primary Section girls Students with respect to their level of stress". Table 7, Shows Mean, S.D, of Student's stress of Girls students of Madarsa and Non-Madarsa of Primary Section . It is clear from the Table 7 that the t-value of mean difference of Student's stress of Girls of Madarsa students and Non-Madarsa students of Primary section came out 4.90 that is significant at 0.01 level of confidence. So Hypothesis no 7 which states that "There is no significant difference between Madarsas and Non-Madarsa primary Section girls Students with respect to their level of stress" is rejected. It indicates that there is significant differences in Student's stress of Madarsa girls and Non-Madarsa girls students of Primary section. Non-Madarsa girls showed more Student's stress than theirs Madarsa counterparts.

FINDINGS AND CONCLUSIONS-

- 1 There was significant difference in Student's stress of Primary section students with respect to Gender. On the basis of comparison of mean scores, it was revealed that boys scored higher on Student's stress than their girls counterparts
- 2 There was not significant difference in Student's stress of Madarsa and Non-Madarsa primary section.

EDUCATIONAL IMPLICATIONS-

The results of the study can be used by members of the society and particularly the parents, teachers and planners while planning about the education of children in following manner:

- (1) The study can assist the parents in locating the problems of stress of theirs primary school children and to deal effectively with them so that they become good adult.
- (2) Teachers can make use of the results to assess student's stress development of primary school students and their needs so that they may be provided with some usefulness.
- (3) The study can help the teachers and policy planners in comparing the student's stress of primary Section students on the basis of gender and types of primary schools i.e. Madarsa and Non-Madarsa.
- (4) The study can help the researchers to find out the levels of student's stress among primary school students and there by behavior can be categorized

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