

Life satisfaction among madrasa students: Past, Present and Future Perspective

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1.1 Introduction

Stress became a thing which inspires bad thoughts and emotions in people. The equal state of affairs was not annoying for all folks, and all of us could not examine the equal terrible mind while worried. In the circumstances of stressed condition, human ecological model helped lots in information the confused situation. Contrary to this version, traumatic actions might be considered as "tough" or "intimidating" via the humansⁱ. Stress might also take them an experience of ability and an improved capability to research, whilst students considered their education as a mission. When preparation for life become realized as a risk, though, stress may extract approaches of coverage and a threatening impression of loss. The vital concern regarding stress amongst students become that its effect on education.ⁱⁱ Cohen states the Yerkes-Dodson law who reveals the idea that students with little and more stress learned the slightest as compare to those who remains with moderate stress learn the leading part.

Stressful conditions may be observed from few students while transferring high schools madrasa education being an abrupt change between institutions. Furthermore, for some other students' leave-taking from residence became a bulky persistence of stress. While some stress become essential for private boom, the extents of stress can devastated a pupil and affect the functionality to live on. Secondly, degree of misery in madrasa students was the dropout ratio of students. Even although country wide information and figures have been hard to be obtaining, a predictable 50 percentage of getting into newbies become not completed madrasa 4 years laterⁱⁱⁱ. Researches of madrasa dropouts correlate trailing out with the aversive side of the flight fight; which was students, emotion of disparity among themselves and want to escape themselves from the source of depression and stress while living in madrasa surroundings.^{iv v}

Student's motivation was an important part of their studies because it affects them. Student motivation has been related to student retention. Intrinsic motivation referred students more effective learning strategies, prefer demanding tasks, enjoy their classes more and show continuous student involvement^{vi}. Extrinsically motivated behaviors were performed for some outcome external to the task itself, such as for acquiring rewards or avoiding punishment^{vii}.

Life satisfaction was referring to the way an individual evaluates his or her past or current conditions of life^{viii ix}. Life satisfaction, judgments, refers to either overall statements or describe a person's satisfaction with important domains of life, such as friends, family, or self^x. With respect to youth, adolescents' global LS reports were strongly correlated with ratings of satisfaction with family, friends, madrasa students, living environment, and self^{xi}.

1.2. The Current Research

It was a well-known fact that stress and motivation affects the academic performance of students and also on the satisfied life. Different researches also revealed that stress can be managed by foretelling students about the various difficulties of the studies so that they may overcome the problem ahead. The current study was designed to highlight the students' life satisfaction in past,

and present perspective to recommend some suggestion for future betterment of madrasa education system in Pakistan

Research Objectives

Following were the research objectives of the current study:

1. To recognize the level of the life satisfaction among madrasa students.
2. To compare life satisfaction among male and female students.
3. To analyze previous and present state of life satisfaction of students enrolled at madrasa level.

1.3. Rationale of study

The current study will demonstrate the findings regarding life satisfaction of students in different spheres of life. Teachers and all the counselors will get benefit from this study to improve student's motivation for better performance and life satisfaction. Findings of this study may be helpful in the professional practices for young adults at a madrasa level. A major input of this research will be to fill the literature gap. It will also be helpful to discriminate the level of male of female regarding their life satisfaction not only in account of educational aspect but also in various aspects of their life. The findings also opened up the gates for further research.

The findings of this study will be helpful for the policy makers, managers, educational administrators and other stakeholders who are associated with teaching activities in class room at a madrasa level. The results of this study, in future, might be helpful in the intervening of curricula which possibly have positive impact to reduce student's stress and increasing positive motivational thoughts in them for excellent performance and life satisfaction of young adults at a madrasa level.

1.5. Research Methodology

Keeping in view the objectives of current study quantitative method of research was considered to obtain the desired results. This research was descriptive in nature therefore survey method used for data collection. The data collection for this study was done from the students of Madrasa in Bahawalpur. Therefore, findings of the study were applicable only to the students of this study which was delimited within the geographical boundaries of District Bahawalpur.

1.5.1. Population and sample of study

The population of study involved the students enrolled in the Ahya-ul- Uloom (Madrasa) Bahawalpur. All enrolled students of various classes were included in population of study. 10% sample size was taken from various classes of the madrasa consisted on 300 students overall. Researchers guaranteed their thorough attention to the students for the purpose of completion of questionnaires correctly.

1.5.3. Research Instrument and Data Collection

A translated version (in urdu) of questionnaire named life satisfaction scale used and developed by ^{xii} Huebner was adopted to collect the data. All investigators of this study individually visited the Madrasas in Bahawalpur to assemble the documents. After choice of the classes, the investigator approached the classes with the permission of administrator and concerned teacher for the purpose of data collection from enrolled students. Random sampling method was used to choice the respondents from different classes. The researchers informed the students with their research objectives and requested for filling the questionnaire. During completion of questionnaire by the students, we ensured our attendance in the classroom and in case of any query from them, scholars were liable to respond with suitable reply.

Findings

The gathered information were recorded in software SPSS. Suitable formulation were executed to reap the specified consequences and for the cause of data analysis. Researcher's important cognizance of data series changed into on answering study objectives. Conclusions and assessment extracted from the statistics and given under consequently.

Table 1
Opinion regarding satisfaction with family

Sr #	Statement	SA & A	UND	SDA&DA	Mean
01	I enjoy being at home with my family.	234	3	3	1.64
02	My family gets along well together.	231	4	5	1.72
03	I like spending time with my parents.	294	12	4	1.80
04	My family is better than most.	228	5	7	1.78
05	My family is better than most.	222	8	10	1.83
06	My parents treat me family.	224	9	7	1.80

Table 4.37 reveals the opinion regarding life satisfaction of students in respect of family matter. The table also expressed the highest mean score regarding my family is better than most. Whereas the low mean score in account of enjoying at home with family shows low indication of satisfaction of the students.

Table 4.38
Opinion regarding satisfaction with friends

Sr No	Statement	SA & A	UND	SDA & A	Mean
01	My friends treat me well.	201	21	17	1.86
02	My friends are nice to me.	196	18	25	1.98

03	I wish I had different friends.	164	32	44	2.15
04	My friends are mean to me.	157	35	48	2.21
05	My friends are great	180	19	41	2.09
06	I have a bad time with my friends.	82	31	85	3.25
07	I have a lot of fun with my friends.	189	16	35	2.05
08	I have enough friends.	177	19	44	2.14
09	My friends will help me if I need it.	198	23	70	2.08

Table 4.38 reveals the opinion regarding the life satisfaction in respect of friend matter. The table also expressed the highest mean score in respect of having bad time with my friends than most. Whereas the low mean score in account of a good treatment from friends shows low indication of the students.

Table 4.39

Opinion regarding college

Sr No	Statement	SA & A	UND	SDA & DA	Mean
01	I look forward to going to college.	199	22	19	1.83
02	I like being in college.	187	23	30	1.98

03	College is interesting.	180	21	39	2.07
04	I wish I didn't have to go to college.*	88	32	120	3.20
05	There are many things about college I don't like.*	159	26	55	2.25
06	I enjoy College activities	180	70	42	2.09
07	I learn a lot at College.	189	19	32	1.94
08	I feel bad at College.*	96	22	122	3.07

*reverse coded items

Table 4.39 reveals the opinion regarding the life satisfaction in respect of college matter. The table also expressed the highest means score in respect of feeling bad at college than most. Whereas the low mean score on account of look forward to going college shows low indications of satisfaction of the students.

Table 4.40

Opinion regarding satisfaction with living Environment

Sr No	Statement	SA & A	UND	SDA & DA	Mean
01	I like where I live.	193	20	27	1.93
02	I wish there were different people in my neighborhood.*	157	38	45	2.17
03	I wish I lived in a different house.*	106	33	100	2.93

04	I wish I lived somewhere else.*	122	36	82	2.63
05	I like my neighborhood.	166	31	43	2.09
06	I like my neighbors.	173	22	35	2.02
07	This town is filled with mean people.*	149	37	52	2.45
08	My family's house is nice.	205	16	19	1.87
09	There are lots of fun things to do where I live.	190	22	27	1.97

*reverse coded items

Table 4.40 reveals the opinion regarding life satisfaction in respect of living environment matter. The table also expressed the highest mean score in respect of living in a different house is better than most. Whereas the low mean score on account of my family's house is nice shows low indication of satisfaction from the students.

Table 4.41

Opinion regarding satisfaction with self

Sr No	statement	SA&A	UND	DA&SDA	Mean
01	I am fun to be around	175	32	33	2.02
02	I am a nice person.	155	25	18	1.98
03	Most people like me.	181	33	26	2.13

04	There are lots of things I can do well.	187	27	26	2.06
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Table 4.41 reveals the opinion regarding life satisfaction in respect of self-matters. The table also expressed the highest mean score regarding fun to be around than most. Whereas the low mean score on account of being a nice person shows low indication of satisfaction.

Table 4.42
Independent sample T-test to compare gender wise mean score

Sr No	Factor	Mean Male	Mean Female	MD	T value	Significance
01	Family	1.74	1.80	-0.052	-0.956	0.211
02	Friend	2.27	2.13	0.145	1.949	0.024
03	College	2.29	2.33	-0.039	-0.530	0.111
04	Living Environment	2.21	2.27	-0.066	-0.833	0.000
05	Self	2.33	2.37	-0.040	-0.796	0.014

Table 4.42 depicts the difference of gender effects between the perceptions of male and female regarding life satisfaction among

college students in district Bahawalpur. Findings from the data demonstrate that the t value of -0.833 at the level of 0.000 remained significant in male as compare to female students in account of living environment. Similarly, data shows the significant results in male students' satisfaction as compare to female on account of friends and self-satisfaction at the level of 0.025 and 0.014 respectively.

Table 4.43
Independent sample T-test to compare Rural and Urban students 'satisfaction

Sr No	Factors	Mean Rural	Mean Urban	MD	T value	Significance
01	Family	1.78	1.77	0.010	0.167	0.867
02	Friend	2.14	2.24	-0.104	-1.343	0.180
03	College	2.22	2.36	-0.104	-1.860	0.021
04	Living Environment	2.20	2.26	-0.059	-0.723	0.461
05	Self	2.27	2.39	-0.012	-2.360	0.001

Table 4.43 depicts the difference of group statistics effect between the perceptions of rural and urban regarding life satisfaction among college student in district Bahawalpur. This table is used to find out the impact of family, friend, college,

living environment and self to compare the gender wise mean score. Finding of the table demonstrate value of -2.360 for satisfaction from self-remained significant at the level of 0.001, however the t value of -1.860 at the level of 0.021 also remained significant which shows the the dissatisfaction of rural students as compare to urban students with regard to the family factor. All other aspects remained insignificant while comparing with rural and urban students.

Discussion and Conclusion

Majority of the students were in opinion that they enjoy at home with their families. Their families get along well together in accordance with students. Many respondents spent their time with their parents. According to maximum students that their families are better than most. Mostly says that their families talk nicely to them. According to a part of students that their friends are mean to them. Prominent majority of students have a lot of fun with their friends. In perception of students, if they need help their friends would be there for them.

College is interesting according to bulk of students. Mostly students wished that they didn't have to go to college. Many students didn't like most of the things happening in college. College activities were being enjoyed by most students. According to most of the students they liked different neighbors and neighborhood. Prominent majority feels many mean people at their living places. In perception of majority of students, they were liked by most people. There are lot of the things they do well according to majority of students.

Findings from the data demonstrate significant result in male as compare to female students in account of living environment. Similarly, data shows the significant results in male students' satisfaction as compare to female on account of friends and self-satisfaction. Rest of the factors remained non-significant which shows no any gender differences among male and female students. Male students were more satisfied with their life aspects as compare to female students. Students' dissatisfaction of rural students was found as compare to urban students with regard to the self and family factors. All other aspects remained

insignificant while comparing with rural and urban students which revealed no difference of location among the students. In future perspective, parents should cooperate with their off springs and do justice among their children for their better growth. Students must take care of their neighbors and add fun to each other life in the light of teachings of Holy Prophet (PBUH) with true spirit. The study may be extended to other social life settings as well.

Notes

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