



Research Paper

## Academic Achievement, Stress and Home Related Causes to Mental Health of Madarsa Students

Afaque Nadeem Khan<sup>1</sup> & Naushad Husain<sup>2</sup>

<sup>1</sup>(College of Teacher Education, Bhopal-MANUU)

<sup>2</sup>(Department of Education & Training, MANUU-Hyderabad)

Corresponding Author: Naushad Husain\*

**ABSTRACT:** The present research was intended to explore the relationship among Academic Achievement, Stress and Home related causes to Mental Health of Madarsa Students studying at Secondary Level in Bhopal District of Madhya Pradesh. Stratified Random sampling techniques was employed to select the 150 students from the various Madarsas of Bhopal District. For data collection, Student's Stress Scale developed by Akhtar (2017), Mental Health Scale developed by Talesara & Bano (2017) and self constructed tool for Academic Achievement in Urdu Language was used. The obtained data was analysed through Pearson's Product Moment Coefficient of Correlation and One Way ANOVA. The main finding suggests that there was a significant relationship between Academic Achievement in Urdu Language and Home related causes to Mental Health of Madarsa Students of Secondary level and no significant relationship were found between Academic Achievement in Urdu Language and Stress; Home related causes to Mental Health and Stress of Madarsa Students of Secondary level. Significant influence of Levels of Home related causes to Mental Health and Levels of Stress on Academic Achievement in Urdu Language of Madarsa students at Secondary Level was found separately. The findings of the study have a great implication for Parents, Teachers, Teacher Educators, Research Scholars, Educational Administrators, Policy makers, Counsellors and Psychologists. The study infers that there is a vital need of guidance and counselling for adolescents in schools.

**KEYWORDS:** Academic Achievement, Stress, Mental Health, Madarsa Student and Secondary Level

Received 03 June, 2021; Revised: 15 June, 2021; Accepted 17 June, 2021 © The author(s) 2021.

Published with open access at [www.questjournals.org](http://www.questjournals.org)

### I. INTRODUCTION

Madarsa is a term, synonymous to School and etymologically equivalent to Higher Education Institutions, borrowed in Urdu from Arabic Literature which is the most commonly used in transecting knowledge in Muslim culture. It is the educational institution where students' learning takes place in formal setting. From the inception of Madarsas in early 11<sup>th</sup> Century, they were the only centres for imparting the complete contemporary education, i.e. religious as well as contemporary subjects. Subsequently, on the advent of missionary schools, gradually they confined themselves for imparting religious education only. Nowadays, there are two types of Madarsas prevails in Indian society. First, those imparting exclusively religious education and another, those disseminating religious as well as contemporary education of subjects like- Mathematics, Science, Computer, Social Science and Languages like- Hindi, English, etc. The latter ones are renamed and recalled as Modernized Madarsa.

Muslims is the largest minority consisting near about 14% of the Indian population. No country can think to develop and progress without connecting a large populace in the mainstream. It is an established fact that Education is one of the significant indicators of growth and development of an individual as well as community. It is an urged for providing an employment and thereby improving the quality of life (living standard), the level of human well being and the access to basic social services. Parents' employment types also affect the home environment and students' Frustration (Parveen and Husain, 2020). Husain and Naqvi (2019) found that 64% students from the marginalized section of the society suffered high to moderate level anxiety. Excessive Anxiety, Fear of Failure, Frustration, Stress and Emotional Imbalance certainly leads to low academic performance (Rahman, 2016). If we trained the adolescents to be mentally psychologically strong, then their

academic performance can be raised as Naqvi and Husain (2020) pointed out that Emotional Intelligence and Academic Achievement are significantly related. In view of the various well being issues, prevailing inequalities in the marginalised society and role of education to eradicate these issues, the government of India constituted a number of committees and commission to look into the causes of educational backwardness of marginalized sections of society for addressing their problems. Amongst them, notable one is Sachar Committee which was established in March, 2005. The Committee presented some bitter truths and facts, one of them is, among the school going Muslim children, nearly 4 percent children are going to Madrasas which cater to the religious needs of Muslims and sustain their religious tradition.

Normally, school going Adolescents spend more time in the school than any other place outside home (Eccles, 2004). It is in school where they get exposure up to a great extent. School enables students to express themselves at the highest level and provides several developmental opportunities, such as social interaction with peers and adults along-with teachers, discovery of interests, skills acquisition and mastery over them. Simultaneously, the progression throughout schooling is well demanding, since adolescents have expected the increasing ability to regulate their own behavior, be autonomous and managing different tasks independently. School is, therefore, one of the most privileged institutions for analyzing adolescents' developmental pathways and particularly for the understanding of the factors that influence them. If the factors influencing them can be identified, understood and addressed properly, then students' scholastic context would be given more emphasis.

It is the environment which sets the human mind to work smoothly and efficiently. Status of human mind plays a crucial role to succeed in any sphere of life. This is also equally true for students' performance in schools. School and Home environment play a significant role in the progress of student. They are the two sides of a coin that proceeds together and a student has to deal the activities of both simultaneously. Stephanie Jones observed that school is typically the largest and the most important institution with which adolescents are involved, and it is a primary context for their development. Jones provided an overview of many aspects of school that may play a role in the development of children. But, at the same time, the success in the activities to be performed at school depends on the home culture and environment in which children's rearing and nurturing took place. Hence, it may be inferred that School and Home Environment are complementary to each other. Conducive and harmonious home environment help the children to learn and participate in different activities in the school. Though, students spent less time in schools as compared to the home, both contribute proportionately in the mental health of children. (Mahalakshmi and Pugalenthy, 2015).

All aspects of the environment (Home, Cultural, Societal and Economic) have distinct and interrelated influences on mental health and development of children (NCCPH, 2017; UNICEF, 2020). Mental Health of adolescent has been receiving more attention and concern; and a key issue since past one decade (Bruckauf, 2017). A report of UNICEF (2011) reveals that across the world in all societies, around 20% of world's adolescent population have mental health problem. About half (and even more) of the lifetime mental disorders begin before the age of 14 (UNICEF, 2011; UN, 2015a & UNICEF, 2020). The prevalence of mental disorders among adolescents has increased in the past two-three decades (UNICEF, 2011 & Bruckauf, 2017). Showing severity of the situation, Bruckauf (2017) reveals that on average 23% adolescents across the world reports experiencing two or more psychological symptoms more than once a week and this number gets double in case of 13-15 years girls as compared to the similar age group of boys. If mental health issues addressed properly, then students' performance in school gets improved. Unassisted mental health problems among adolescents are associated with low educational achievement (UNICEF, 2011). Awareness towards the mental health issues and timely assistance and effective prevention is the need of the hour. This has created a great challenge for entire world. Diagnosis of mental health issues should be commenced from the early age of children (Bruckauf, 2017). The arena of recognizing and addressing mental health disorders in adolescents should be extended from parents, family, school and society. Adolescents have the right to quality mental health care and psychological support services (UNICEF, 2020).

In view of the above discussion, researchers aimed to study the Madarsa students with the variables like Academic Achievement, Stress and Home related causes to Mental Health.

#### *A. Definitions of the Terms*

- 1) *Academic Achievement*: Academic achievement may be defined as the attainment of learning or performance within the stipulated duration by a student in any subject area.
- 2) *Stress*: Stress may be referred as any type of change that causes mental, physical, emotional, or psychological strain, pressure or tension during the academic endeavours. A certain level of stress may prove to be beneficial which helps to improve our performance. But, extreme level of stress may affect us adversely and may create other medical intricacy.

- 3) *Mental Health*: According to the World Health Organization (WHO), mental health is “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”

**B. Objectives**

The objectives of the study were:

1. To find the relationship among Academic Achievement in Urdu Language, Stress and Home related causes to Mental Health of Madarsa students of Secondary level.
2. To find the influence of Levels of Stress on Academic Achievement of Madarsa students of Secondary level.
3. To find the influence of Levels of Home related causes to Mental Health on Academic Achievement of Madarsa students of Secondary level.

**C. Hypotheses**

The concerned Null Hypotheses H<sub>0</sub> of the study were:

1. There will be no significant relationship among Academic Achievement in Urdu Language, Stress and Home related causes to Mental Health of Madarsa students of Secondary level.
2. There will be no significant influence of Levels of Stress on Academic Achievement of Madarsa students of Secondary level.
3. There will be no significant influence of Levels of Home related causes to Mental Health on Academic Achievement of Madarsa students of Secondary level.

**D. Delimitations**

The present study was confined to the following areas:

1. Academic Achievement in Urdu Language was considered as Academic Achievement.
2. Out of three dimensions of Mental Health Scale only one dimension i.e. Home related causes to Mental Health was taken for the study.
3. The study was confined to the Madarsa students of Bhopal district only.
4. Only 150 students were selected for the study.

## **II. REVIEW OF RELATED LITERATURE**

Result of Bandhana (2010) revealed that mental health of girls was found better than the boys; no difference in mental health of high and low achievers was reported; also environment didn't affect the mental health of adolescents. Barmola (2013) found significant relationship between family environment and mental health; mental health and academic performance. Sathyabama & Jeryda (2014) revealed that the adolescent who have low family interaction had low mental health. Thus, shows positive relationship between family interaction and mental health. Parental care helped in developing the self-confidence and self-concept of the adolescents (Deb, et al., 2015). Disturbed families contributed to anxiety and academic pressure among adolescent. Study of Rapheal and Verghese (2015) found that significant relationship exists between home environment and stress of adolescents. They also reported significant differences in the stress of different types of home environment. Further, they conclude that the home environments of adolescents contain causal pathological elements that have the potentiality to incur direct consequences on their mental well-being. Mahalakshmi and Pugalenty, (2015) found no significant differences between nuclear and joint family in home environment of higher secondary students but significant difference in case of mental health with better mental health of students belonging joint family. They also reported positive relationship between mental health and family environment. Naqvi and Hasan (2018) found that the Madrasa students are more tensed than the students of other communities.

Studies of Subramani & Kadiravan (2017); Sharma & Pandey (2017); and Kaur & Puar (2017) reported the significant correlation between Mental Health and Stress but it was negative in the study of Kaur and Puar (2017).

Mehdi Bostani et. al. (2013); Kaur & Arora (2014); Talawar & Das (2014); Singh (2015); Krishnamoorthi (2016); Mujiaba (2017); Sharma & Pandey (2017); Nangaiyarkarasi (2019); and Irudhayaraj (2020) revealed that significant correlation exist between Mental Health and Achievement whereas study of Kaur & Arora (2014) found significant correlation between Mathematics and Mental Health also.

Significant correlation between Stress and Achievement was also found in the studies of Elias et al (2011); Kumari & Gartia (2012); Edem Maxwell Azila-Gbettor et. al (2015); Fan Liu (2017); Sharma & Pandey (2017); and Malhotra & Mahashevtta (2017) but it was negative in the studies of Elias et al (2011) and Fan Liu (2017) whereas positive in the study of Kumari & Gartia (2012).

Significant difference was found in the Mental Health of students of Government Vs Private Schools (Nagaraja, 2013); High Vs Low Achievers (Singh, 2015); Rural Vs Urban (Kaur & Puar, 2017); and Boys Vs Girls (Kumari, 2018). Whereas Mental Health scores was found to be significantly higher in Urban students than Rural students (Talawar & Das, 2014; Aslam, 2016; Mujiaba, 2017).

Moreover, Mental Health scores was significantly higher in the students of Private Schools than Government schools (Sarita, Dahiya & Pushpanjali, 2015; Subramani & Kadiravan, 2017 ) also it was higher in the students of Private Schools as compared to Madarsa students (Khan & Tasleema Jan, 2018) but students of Government Schools were better than those of Aided schools (Krishnamoorthi, 2016).

Besides these, significant differences were found in the study of Brahmhat (2016) revealing that students of Gujarati medium were better in Mental Health than English Medium.

Whereas no significant difference in the Mental Health of students of Rural Vs. Urban, Science Vs. Humanities, and Boys Vs Girls, reported by Kumar & Grewal (2014). Similar result was reported by Bandhana & Sharma (2010) claiming that no significant difference exists in the Mental Health of students of high Vs low achievers.

Significant difference was found in the Stress of Rural Vs Urban (Kaur & Puar, 2017) and Male Vs Female (Malhotra & Mahashevt, 2017). It was higher in girls as compared to boys (Ghosh, 2016; Sharma & Pandey, 2017; Aafreen et. al., 2018). Stress in the students of Private schools was significantly higher than those of Government Schools (Ghosh, 2016; Subramani & Kadiravan, 2017) and it was higher for the students of Government Aided Schools when compared to the Self Financed School (Sagar & Singh, 2017). Study of Aafreen et. al. (2018) suggests that students of Science stream were higher stress than students of other streams. Similar kind of result claimed by Sweta Sonali (2018) that students of Science & Commerce stream were higher than Arts stream.

Whereas no significant difference was observed in the Stress of students belonging to CBSE Vs UP Boards (Khan, 2012); Science Vs Humanities Streams (Ray, Halder & Goswami, 2012) and Government Vs Private institutions (Prabu, 2015); Rural Vs Urban (Sagar & Singh, 2017); among Science, Commerce and Arts (Sagar & Singh, 2017); and Science Vs Commerce (Sweta Sonali, 2018).

Significant difference was found in the Achievement of students having High, Moderate & Low stress; Students with High & Moderate Stress showed better Achievement than those of low Stress (Kumari & Gartia, 2012) whereas study of Bharti (2013) reveals that Moderate stress leads to higher achievement as compared to High and Low stress; Also, Higher stress leads to the poor achievement.

Finding of the study of Aslam (2016) showed that Girl Students and students belonging to the urban locality had better achievement than those of boys and rural locality. Irudhayaraj (2020) explored significant differences in the achievement of students belonging government schools, private aided schools and private un-aided schools.

Whereas no significant difference in the Achievement was noticed by Khan & Tasleema Jan (2018) between the students of Madarsa and Private institutions.

From the above review of related literature, it is evident that only one study on the Madarsa and Secondary School students was carried out in Kashmir Division by Khan & Tasleema Jan (2018) taking the only variable, i.e. Mental Health. Hence, the researchers decided to explore the relationship among Academic Achievement, Stress and Home related causes to Mental Health of Madarsa Students studying at Secondary Level in Bhopal District of Madhya Pradesh.

### **III. RESEARCH METHODOLOGY**

#### *a. Methodology*

Descriptive Survey Research method was employed to carry out this study. Since, Academic Achievement, Stress and Home related causes to Mental Health in the Students of Madarsas of Bhopal District at secondary level therefore, all the students studying Madarsas of Bhopal District was the population under this study. Stratified random sampling technique was applied to draw out the sample for the study. Total 150 students from various Madarsas situated in the District of Bhopal were taken as a sample.

#### *b. Tools used*

1) *For Assessing Academic Achievement:* Since, the study was confined to Achievement in Urdu Language only, therefore, assessing academic achievement in Urdu Language of students studying in Madarsa at secondary level, the researchers administered the self constructed tool.

2) *For Assessing Stress:* For assessing stress of Madarsa students at secondary level researcher used Student's Stress Scale developed by Akhtar (2017).

3) *For Assessing Mental Health:* Since, the study was restricted to one dimension of Mental Health, i.e. Home related causes to Mental Health, therefore, for assessing Home related causes to Mental Health of

Madarsa students at secondary level, researchers used Mental Health Scale developed by Talesara & Bano (2017) and took the scores of relevant dimension for data analysis purpose.

*c. Statistical Techniques used*

The obtained data was analysed through the Pearson's Product Moment Coefficient of Correlation and One Way ANOVA.

#### IV. ANALYSIS AND FINDING

The data on Academic Achievement, Stress and Home related causes to Mental Health, was analysed and the outputs have been presented in tables. Outputs and interpretations of data as per objectives and hypotheses formulated have been presented and discussed here.

The first objective of the study was: To find the relationship among Academic Achievement in Urdu Language, Stress and Home related causes to Mental Health of Madarsa students of Secondary level. The concerned Null Hypotheses (H<sub>0</sub>) formulated to achieve this objective was: *There will be no significant relationship among Academic Achievement in Urdu Language, Stress and Home related causes to Mental Health of Madarsa students of Secondary level.* To test this H<sub>0</sub>, it has been split into three Null Hypotheses as H<sub>0</sub> a) *There will be no significant relationship between Academic Achievement in Urdu Language and Stress of Madarsa Students at Secondary level;* H<sub>0</sub> b) *There will be no significant relationship between Academic Achievement in Urdu Language and Home related causes to Mental Health of Madarsa Students at Secondary level ;* and H<sub>0</sub> c) *There will be no significant relationship between Stress and Home related causes to Mental Health of Madarsa Students at Secondary level.* Pearson Product Moment Correlation method was used to find the correlations among Academic Achievement in Urdu Language, Stress and Home related causes to Mental Health of Madarsa students of Secondary level. The outputs, for testing these hypotheses, are presented in Table I.

TABLE I  
CORRELATION AMONG ACADEMIC ACHIEVEMENT IN URDU LANGUAGE, STRESS AND HOME RELATED CAUSES TO MENTAL HEALTH OF MADARSA STUDENTS AT SECONDARY LEVEL

Pairs of Variable	N	df	r	p-value
Academic Achievement in Urdu Language and Stress	150	148	-.048	.556 (NS)
Academic Achievement in Urdu Language and Home related causes to Mental Health	150	148	-.168*	.039
Stress and Home related causes to Mental Health	150	148	-.147	.072 (NS)

\*The relationship is significant at the 0.05 level.

From the above table I, it is evident that the value of correlation between Academic Achievement in Urdu Language and Stress of Madarsa Students at Secondary level is -.048 which is not significant. Hence, the null hypothesis H<sub>0</sub> a) that *“There will be no significant relationship between Academic Achievement in Urdu Language and Stress of Madarsa Students at Secondary level”* is not rejected. It may be inferred that there is no relationship exists between Stress and Academic Achievement in Urdu Language of Madarsa Students at Secondary level. Whereas, in contrast to this finding, significant correlation between Stress and Achievement was found in the studies of Elias et al (2011); Kumari & Gartia (2012); Edem Maxwell Azila-Gbettor et. al (2015); Fan Liu (2017); Sharma & Pandey (2017); and Malhotra & Mahashevta (2017).

Further, the table I reveals that the value of correlation between Academic Achievement in Urdu Language and Home related causes to Mental Health of Madarsa Students at Secondary level is -.168 which is significant at .05 level. Hence, the null hypothesis H<sub>0</sub> b) that *“There will be no significant relationship between Academic Achievement in Urdu Language and Home related causes to Mental Health of Madarsa Students at Secondary level”* is rejected. Though, the relationship between Academic Achievement in Urdu Language and Home related causes to Mental Health of Madarsa Students at Secondary level is weak and negative but significant. It may be inferred that there exists relationship between Academic Achievement in Urdu Language and Home related causes to Mental Health of Madarsa Students at Secondary level. It also means that if we minimize the Home related causes to Mental Health of Madarsa students then their Academic Achievement in Urdu Language gets increases in 16.8% cases. This finding is in contrast to the result reported by Husain (2015) wherein no significant correlation was found between achievement and selected variables of Madarsa students.

Again, from the above table I, it is evident that the value of correlation between Stress and Home related causes to Mental Health of Madarsa Students at Secondary level is -.147 which is not significant. Hence, the null hypothesis H<sub>0</sub> c) that *“There will be no significant relationship between Stress and Home related causes to Mental Health of Madarsa Students at Secondary level”* is not rejected. It may be inferred that there is no relationship exists between Stress and Home related causes to Mental Health of Madarsa Students at Secondary

level. Whereas, in contrast to this finding, the studies of Subramani & Kadiravan (2017); Sharma & Pandey (2017); and Kaur & Puar (2017) reported the significant correlation exists between Mental Health and Stress.

The second objective of the study was: To find the influence of Levels of Stress on Academic Achievement of Madarsa students of Secondary level. For achieving this objective, scores obtained from Students Stress Scale (Akhtar, 2017) was classified (in seven levels as *Extremely High, High, Above Average, Average/ Moderate, Below Average, Low and Extremely Low*) according to the norms given in the manual. But, the students' scores were spread over only in the five levels (i.e. *Above Average, Average/ Moderate, Below Average, Low and Extremely Low*) out of the seven levels of Stress. None of the students could have been fallen in the *Extremely High* and *High* level of Stress.

The concerned Null Hypothesis (H0) formulated to achieve this objective was: *There will be no significant influence of Levels of Stress on Academic Achievement of Madarsa students of Secondary level.* One Way ANOVA was employed to find the variance in Academic Achievement between and within the groups of Stress of Madarsa students of Secondary level. The output, after testing this hypothesis, is presented in Table II (a) and (b).

TABLE II (a)  
SUMMARY OF ONE WAY ANOVA FOR VARIOUS LEVELS OF STRESS (D.V. ACADEMIC ACHIEVEMENT IN URDU LANGUAGE)

Source of Variance	Sum of Squares	df	Mean Sum of Square	F	Sig. (p-value)
Between Groups	667.222	4	166.806	3.272*	.013
Within Groups	7391.951	145	50.979		
Total	8059.173	149			

\* F value is significant at the 0.05 level.

From Table II (a) it is evident that the F-value for Academic Achievement in Urdu Language of students belonging to five levels of Stress is 3.272 which is significant at 0.05 level with  $df = (4, 145)$ . It means that Stress influence the academic achievement in Urdu Language of Madarsa students of Secondary level. Hence, the Null Hypothesis that *"There will be no significant influence of Levels of Stress on Academic Achievement of Madarsa students of Secondary level"* is rejected. It may be concluded that, there is a significant difference in the means scores of *Academic Achievement in Urdu Language* of students having five different levels of Stress and studying in Madarsa at Secondary level. But it is not clear which of the specific groups differed significantly. It can be find out through the post-hoc tests. Since, as discussed earlier, the students' were classified in the five levels (i.e. *Above Average, Average/ Moderate, Below Average, Low and Extremely Low*) out of the seven levels of Stress. Therefore, comparisons among these five levels have been given in the Multiple Comparison Table II (b).

TABLE II (b)  
POST HOC TEST (SCHEFFE) SHOWING MULTIPLE COMPARISONS OF ACADEMIC ACHIEVEMENT IN URDU LANGUAGE BETWEEN VARIOUS LEVELS OF STRESS

Pairs of Levels of Stress	Mean Difference	Std. Error	Sig. (p-value)	95% Confidence Interval	
				Lower Bound	Upper Bound
Above Average Vs Average/ Moderate	-3.79762	2.58376	.064	-7.82526	.23002
Above Average Vs Below Average	-6.10461	2.30931	.017*	-11.06825	-1.14097
Above Average Vs Low	-3.02083	2.41689	.153	-7.20913	1.16746
Above Average Vs Extremely Low	-7.03070	2.36428	.001**	-10.88040	-3.18100
Average/ Moderate Vs Below Average	-2.30699	1.87409	.276	-6.50207	1.88808
Average/ Moderate Vs Low	.77679	2.00516	.692	-3.13904	4.69261
Average/ Moderate Vs Extremely Low	-3.23308	1.94142	.077	-6.82907	.36291
Below Average Vs. Low	3.08378	1.63638	.095	-.55116	6.71871
Below Average Vs. Extremely Low	-.92609	1.55763	.583	-4.26370	2.41151
Low Vs. Extremely Low	-4.00987	1.71308	.016*	-7.26419	-.75555

Mean Difference is Significant \* $p < 0.05$  and \*\* $p < 0.01$

It is evident from the multiple comparisons Table II (b) that differences in only three pairs out of the ten combinations of pairs of different Levels of Stress were found to be significant, and differences in rest of the seven combinations of pairs of different Levels of Stress were found to be not significant.

Hence, from the above Table II (b), it is found that the significant difference exists at .05 level in Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Above Average and Below Average* Levels of Stress. It may be concluded that the scores of Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Below Average Stress* were found to be significantly higher than those having *Above Average Stress*.

Similarly, there is a significant difference at .01 level in Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Above Average and Extremely Low* Levels of Stress. It may be concluded that the scores of Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Extremely Low Level of Stress* were found to be significantly higher than those having *Above Average Stress*.

Further, there is also a significant difference at .05 level in Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Low and Extremely Low* Levels of Stress. It may be concluded that the scores of Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Extremely Low Level of Stress* were found to be significantly higher than those having *Low Level of Stress*.

The third objective of the study was: To find the influence of Levels of Home related causes to Mental Health on Academic Achievement of Madarsa students of Secondary level. For achieving this objective, the students' scores obtained in the dimension 'Home related causes to Mental Health' was classified in seven levels; like Extremely Good, Very Good, Good, Moderate, Poor, Very Poor and Extremely Poor as per the norms provided in the manual of Mental Health Scale (Talesara & Bano, 2017).

The concerned Null Hypothesis (H<sub>0</sub>) formulated to achieve this objective was: *There will be no significant influence of Levels of Home related causes to Mental Health on Academic Achievement of Madarsa students of Secondary level*. One Way ANOVA was used to find the variance in Academic Achievement between and within the groups of Home related causes to Mental Health of Madarsa students of Secondary level. The output, after testing this hypothesis, is presented in Table III (a) and (b).

TABLE III (a)  
SUMMARY OF ONE WAY ANOVA FOR VARIOUS LEVELS OF HOME RELATED CAUSES TO MENTAL HEALTH (D.V. ACADEMIC ACHIEVEMENT IN URDU LANGUAGE)

Source of Variance	Sum of Squares	df	Mean Sum of Square	F	Sig.
Between Groups	687.375	6	114.562	2.213*	.047
Within Groups	7402.797	143	51.768		
Total	8059.173	149			

\* F value is significant at the 0.05 level.

From Table III (a) it is evident that the F-value for Academic Achievement in Urdu Language of students belonging to seven levels of Home related causes to Mental Health is 2.213 which is significant at 0.05 level with df = (6, 143). It means that Home related causes to Mental Health influence the academic achievement in Urdu Language of Madarsa students of Secondary level. Hence, the Null Hypothesis that "*There will be no significant influence of Levels of Home related causes to Mental Health on Academic Achievement of Madarsa students of Secondary level*" is rejected. It may be concluded that, there is a significant difference in the means scores of *Academic Achievement in Urdu Language* of students having seven different levels of Home related causes to Mental Health and studying in Madarsa at Secondary level. But there is no clarity about which of the specific groups differed significantly. It can be find out through the post-hoc tests. Therefore, comparisons among these seven levels have been presented in Multiple Comparison Table III (b).

TABLE III (b)  
POST HOC TEST (SCHEFFE) SHOWING MULTIPLE COMPARISONS OF ACADEMIC ACHIEVEMENT IN URDU LANGUAGE BETWEEN VARIOUS LEVELS OF HOME RELATED CAUSES TO MENTAL HEALTH

Pairs of Levels of Home Related Causes to Mental Health	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
Extremely Good Vs Very Good	-.79167	2.93734	.892	-11.3723	9.7890
Extremely Good Vs Good	.04167	2.83544	.947	-10.1719	10.2552

Extremely Good Vs Moderate	-.92733	2.77036	.789	-10.9065	9.0518
Extremely Good Vs Poor	-3.88426	2.89626	.936	-14.3169	6.5484
Extremely Good Vs Very Poor	-6.62500	3.41288	.025*	-18.9186	5.6686
Extremely Good Vs Extremely Poor	3.37500	4.10177	.995	-11.4001	18.1501
Very Good Vs Good	.83333	1.93021	.834	-6.1195	7.7862
Very Good Vs Moderate	-.13566	1.83327	.974	-6.7393	6.4680
Very Good Vs Poor	-3.09259	2.01849	.022*	-10.3634	4.1783
Very Good Vs Very Poor	-5.83333	2.70809	.021*	-15.5882	3.9215
Very Good Vs Extremely Poor	4.16667	3.53703	.966	-8.5741	16.9075
Good Vs Moderate	-.96899	1.66512	.055	-6.9669	5.0290
Good Vs Poor	-3.92593	1.86710	.003**	-10.6514	2.7996
Good Vs Very Poor	-6.66667	2.59721	.022*	-16.0221	2.6888
Good Vs Extremely Poor	3.33333	3.45287	.988	-9.1043	15.7710
Moderate Vs Poor	-2.95693	1.76670	.832	-9.3208	3.4069
Moderate Vs Very Poor	-5.69767	2.52600	.014*	-14.7966	3.4013
Moderate Vs Extremely Poor	4.30233	3.39963	.952	-7.9435	16.5482
Poor Vs Very Poor	-2.74074	2.66348	.043*	-12.3349	6.8534
Poor Vs Extremely Poor	7.25926	3.50298	.637	-5.3589	19.8774
Very Poor Vs Extremely Poor	10.00000	3.94086	.019*	-4.1954	24.1954

Mean Difference is Significant \* $p < 0.05$  and \*\* $p < 0.01$

It is evident from the multiple comparisons Table III (b) that differences in only eight pairs out of the 21 combination pairs of different Levels of Home related causes to Mental Health were found to be significant, and differences in rest of the 13 combination pairs of different Levels of Home related causes to Mental Health were found to be not significant.

Thus, from the above Table III (b), it is found that the significant difference exists at .05 level in Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Extremely Good and Very Poor* Levels of Home related causes to Mental Health. It may be concluded that the scores of Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Very Poor Level* of Home related causes to Mental Health were found to be significantly higher than those having *Extremely Good Level* of Home related causes to Mental Health.

Further, from the above Table III (b), it is found that the significant difference exists at .05 level in Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Very Good and Poor Levels* of Home related causes to Mental Health. It may be concluded that the scores of Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Poor Level* of Home related causes to Mental Health were found to be significantly higher than those having *Very Good Level* of Home related causes to Mental Health.

Moreover, from the above table, it is clear that there is a significant difference at .05 level in Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Very Good and Very Poor Levels* of Home related causes to Mental Health. It may be concluded that the scores of Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Very Poor Level* were found to be significantly higher than those having *Very Good Level* of Home related causes to Mental Health.

Furthermore, from the table, it is evident that there is a significant difference at .01 level in Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Good and Poor Levels* of Home related causes to Mental Health. It may be concluded that the scores of Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Poor Level* of Home related causes to Mental Health were found to be significantly higher than those having *Good Level* of Home related causes to Mental Health.

Again, from the above Table III (b), it is found that the significant difference exists at .05 level in Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Good and Very Poor Levels* of Home related causes to Mental Health. It may be concluded that the scores of Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Very Poor Level* of



Home related causes to Mental Health were found to be significantly higher than those having *Good Level* of Home related causes to Mental Health.

Further, from the above Table III (b), it is found that the significant difference exists at .05 level in Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Moderate and Very Poor Levels* of Home related causes to Mental Health. It may be concluded that the scores of Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Very Poor Level* of Home related causes to Mental Health were found to be significantly higher than those having *Moderate Level* of Home related causes to Mental Health.

Also, from the above table, it is clear that there is a significant difference at .05 level in Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Poor and Very Poor Levels* of Home related causes to Mental Health. It may be concluded that the scores of Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Very Poor Level* of Home related causes to Mental Health were found to be significantly higher than those having *Poor Level* of Home related causes to Mental Health.

Similarly, from the table III (b), it is clear that there is a significant difference at .05 level in Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Very Poor and Extremely Poor Levels* of Home related causes to Mental Health. It may be concluded that the scores of Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Very Poor Level* of Home related causes to Mental Health were found to be significantly higher than those having *Extremely Poor Level* of Home related causes to Mental Health.

## V. RECOMMENDATIONS

The findings of the study have a great implication for Parents, Teachers, Teacher Educators, Research Scholars, Educational Administrators, Policy makers, Counsellors, Psychologists and medical professionals. All these should work in consonance and collaboration of each other. The findings also suggest that there is a vital need of guidance and counselling for adolescents in schools. As aptly recommended by Bruckauf (2017) children's psychological well-being should be taken seriously by parents, as well as educational and medical professionals. Government and policy makers should also pay the attention on the findings of the researches carried out nationally and globally; and accordingly make arrangement of proper interventions. Through this study, it is suggested that another researches should be carried out with adding another variables, like various dimensions of Psychological Well Being, Anxiety, frustration, Depression, including other school subjects, Parental Involvement in students' academic and socio-cultural activities, with larger and diverse samples in other Districts and States of India.

## VI. CONCLUSIONS

The obtained findings of the study were:

1. No significant relationship was found between Stress and Academic Achievement in Urdu Language of Madarsa Students at Secondary level.
2. There significant relationship was found between Academic Achievement in Urdu Language and Home related causes to Mental Health of Madarsa Students at Secondary level.
3. No significant relationship was found between Stress and Home related causes to Mental Health of Madarsa Students at Secondary level.
4. Significant influence of *Levels of Stress* was found on *Academic Achievement* of Madarsa students of Secondary level or alternatively, it can be inferred that there was a significant difference in the means scores of *Academic Achievement in Urdu Language* of students with five different levels of Stress and studying in Madarsa at Secondary level.
  - a) Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Below Average Stress* were found to be significantly higher than those having *Above Average Stress*.
  - b) Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Extremely Low Level of Stress* were found to be significantly higher than those having *Above Average Stress*.
  - c) Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Extremely Low Level of Stress* were found to be significantly higher than those having *Low Level of Stress*.
5. Significant influence of *Levels of Home related causes to Mental Health* was found on *Academic Achievement* of Madarsa students of Secondary level or alternatively, it can be inferred that there was a significant difference in the means scores of *Academic Achievement in Urdu Language* of students with seven different levels of Home related causes to Mental Health and studying in Madarsa at Secondary level.

- a) Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Very Poor Level* of Home related causes to Mental Health were found to be significantly higher than those having *Extremely Good Level* of Home related causes to Mental Health.
- b) Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Poor Level* of Home related causes to Mental Health were found to be significantly higher than those having *Very Good Level* of Home related causes to Mental Health.
- c) Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Very Poor Level* were found to be significantly higher than those having *Very Good Level* of Home related causes to Mental Health.
- d) Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Poor Level* of Home related causes to Mental Health were found to be significantly higher than those having *Good Level* of Home related causes to Mental Health.
- e) Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Very Poor Level* of Home related causes to Mental Health were found to be significantly higher than those having *Good Level* of Home related causes to Mental Health.
- f) Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Very Poor Level* of Home related causes to Mental Health were found to be significantly higher than those having *Moderate Level* of Home related causes to Mental Health.
- g) Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Very Poor Level* of Home related causes to Mental Health were found to be significantly higher than those having *Poor Level* of Home related causes to Mental Health.
- h) Academic Achievement in Urdu Language of Madarsa students studying at secondary level having *Very Poor Level* of Home related causes to Mental Health were found to be significantly higher than those having *Extremely Poor Level* of Home related causes to Mental Health.

## REFERENCES

- [1]. Akhtar, Z. (2017). Student's Stress Scale. Agra: National Psychological Corporation.
- [2]. Ara, A. (2004). Madrasas and Making of Muslim Identity in India. *Economic and Political Weekly*, 39(1), 34-38. Retrieved June 10, 2021, from <http://www.jstor.org/stable/4414459>
- [3]. Asma, S. & Shazli, T. (2015). Role of Madarsa Education in Empowerment of Muslims in India. *IOSR Journal of Humanities and Social Science*. 20. PP 10-15. 10.9790/0837-20251015.
- [4]. Bandhana, B. (2010). Home Environment, Mental Health and Academic Achievement among Hr. Secondary School Students. *Journal of Education and Practice*, 1(1), 1-7.
- [5]. Bandhana, Dr. Darshana P.Sharma - Home Environment, Mental Health and Academic Achievement among Hr. Secondary School Students - published at: "*International Journal of Scientific and Research Publications*, May 2012, 2(5).
- [6]. Barmola, K.C. (2013). Family Environment, Mental Health and Academic Performance of Adolescents. *International Journal of Scientific Research*. December, 2013, Vol. 2, No. 12,
- [7]. Bruckauf, Zlata (2017). Adolescents' Mental Health: Out of the shadows. Evidence on psychological well-being of 11-15-year-olds from 31 industrialized countries, *Innocenti Research Briefs* no. 2017-12, UNICEF Office of Research - Innocenti, Florence
- [8]. Deb, S. et.al. (2015). Role of Home Environment, Parental Care, Parents' Personality and Their Relationship to Adolescent Mental Health. *Journal of Psychology and Psychotherapy*. 5:6 DOI: 10.4172/2161-0487.1000223
- [9]. Eccles, J. S. (2004). *Schools, academic motivation, and stage-environment fit*. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (p. 125–153). John Wiley & Sons Inc.
- [10]. Husain, N. (2015). A Comparative Study of Students Studying in Madarsa System of Education and Government Elementary Schools of Madhya Pradesh on Selected Psychological and Educational Variables. Ph.D. (Unpublished), Bhopal: Barkatullah University.
- [11]. Husain, N. and Naqvi, T.F. (2019) Perceived discrimination and Mental Health of the students of Marginalized Section of Society in the institutions of Higher Learning. *Journal of The Gujarat Research Society*, Oct. 2019, Vol. 21, Issue 06.
- [12]. Institute of Medicine (US) and National Research Council (US) Committee on the Science of Adolescence. *The Science of Adolescent Risk-Taking: Workshop Report*. Washington (DC): National Academies Press (US); 2011. 5, The Influence of Environment. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK53409/>
- [13]. Mahalakshmi, D. and Pugalenth, N. (2015). Home Environment and Mental Health of Higher Secondary Students in Coimbatore District. *Shanlax International Journal of Education*, March, 2015, Vol. 3, No. 2, pp. 82-88.
- [14]. Naqvi, T.F. and Hasan, S (2018) Dominant personality Traits of Adolescents: A comparative study of Madrasa and Government Elementary school Students in *Education of Minorities in India: Issues and Concern* edited by Pradhan and Pandagle, Bhopal: RIE, NCERT.
- [15]. Naqvi, T.F. and Husain, N. (2020). Emotional Intelligence, Gender and Types of School as Predictor of Achievement of Adolescent Students. *International Journal of Creative Research Thoughts (IJCRT)*. April, 2020, 8(4): 529-540
- [16]. NCCPH. (2017). *Environmental Influences on Population Mental Health Promotion for children and youth* Retrieved from: [http://nccph.ca/images/uploads/general/03\\_Environmental\\_MentalHealth\\_NCCPH\\_2017\\_EN.pdf](http://nccph.ca/images/uploads/general/03_Environmental_MentalHealth_NCCPH_2017_EN.pdf)
- [17]. Parveen, A. & Husain, N. (2020). "Reaction to Frustration of MBBS students in Relation to Certain Demographic Variables". *INFOKARA RESEARCH*, Feb. 2020, 9(2): 124-134.
- [18]. Rapheal, J. and Verghese, P.K. (2015). Significance of Home Environment in Adolescents Psychological Well-Being and Distress. *Journal of Indian Academy of Applied Psychology*, July, 2015, Vol. 41, No. 2, pp. 199-205
- [19]. Rehman, A. (2016). Academic Anxiety among Higher Education Students of India, Causes and Preventive Measures: An Exploratory Study. *International Journal of Modern Social Sciences*. 5(2): 102-116.

- [20]. Sathyabama, B. and Jeryda Gnanajane Eljo, J.O. (2014). Family Environment and Mental Health of Adolescent Girls. *International Journal of Humanities and Social Science Invention*, Vol. 3, No. 9, September, 2014, pp. 46-49.
- [21]. Talesra, S. and Bano, A. (2017) . *Mental Health Scale*. Agra: National Psychological Corporation.
- [22]. UN (2015a). *Transforming our world : The 2030 Agenda for Sustainable Development*, 21 October 2015, A/RES/70/1, available at: <https://www.refworld.org/docid/57b6e3e44.html> [accessed 6 June 2021]
- [23]. UNICEF (2011). *Adolescent Mental Health: An Urgent Challenge for Investigation and Investment in The States of the World's Children-2011*. NY: UNICEF.
- [24]. UNICEF (2020). *Adolescent Mental Health Matters- A Landscape Analysis of Unicef's Response and Agenda for Action*. NY: UNICEF.