



AN ANALYSIS OF MADRASA EDUCATION AND ITS IMPACT ON STUDENT'S CONFIDENCE LEVEL AND CHARACTER BUILDING

Khalida Naaz

Lecturer

Department of Education

SBKWU, Pashin Campus

Pashin – Pakistan

khalidanaaz142@gmail.com

Dr. Aliya Ayoub

Professor

Department of Education

SBKWU

Quetta – Pakistan

aliaaslam54@yahoo.com

Dr. Sadia Suleman Khan

Assistant Professor

Department of Education

SBKWU

Quetta – Pakistan

ssuleman_khan786@yahoo.com

ABSTRACT

Education is the important part of the any individual life either that's is worldly education or Islamic education. Madrasa education aim is to connect human soul to the God in a positive way. The current research purpose was to analyze the Madrasa education and its impact on student's confidence level and character building. So, it was further investigated to find features of Madrasa education, identify level of confidence and character building and find relationship between Madrasa education and character building. Previous literature had rich material, that how the Madrasa education impact on student's confidence level and character building in numerous ways. The quantitative survey design has used to collect the data from Quetta city Madrasas. Further, the simple random technique used to distribute the questionnaire. Current study has used structure questionnaire for the data collection and the population of the study was taken from 10 registered Madrasas of the Quetta city. The data of the present research was analyzed through



SPSS version 23 and test has used for the descriptive analysis, mean and Pearson's correlation. The result of the study showed that, the students of Madrasa confident is high, but the other variables of the character building were missing, Madrasa education seems fail in building the character of students. It was also found that there is no significant impact of Madrasa education on student's character building. It is recommended that, provide well trained and intelligent teachers to Madrasa's students. It is necessary to develop and polish the skills of Madrasa's students because it will help them to build their character and make them a successful person in the society. Government need to pay attention because there are number of issues which government can solve by providing funds to the Quetta city Madrasas.

Key Words: Confidence Level, Character Building, Madrasa, Student, Teacher

Introduction

Islam says education is a strong tool which brings positive social changes (Basheer, M. 2016). Education assists us to find the flaws and accurate them. Foundation of every human being is education. Education makes the mind of a person broad and vast. There are two types of education available on the earth. First one is the worldly education and second one is the religious education, both types of education are necessary for making an individual soul responsible. There are institutions for getting both educations under the qualified and well-trained staff, for worldly education we go to the Schools, Colleges and Universities but for religious education we go to the Madrasas. The history of Islamic education says that keep balance between religious and worldly education. The word Madrasa has been derived from the Arabic language which means, an institute like School and College. However, a Madrasa is a kind of institute where Islamic or religious studies take place (Butt, Q.M. & Khalid, S.M., 2017). Madrasa education especially educates Muslim children, where children generally learn Calculation, Arabic grammar, Islamic history and Poetry. Besides this Madrasa education focuses more on Quranic studies and also teaches Islamic Laws. Islam is a religion which teaches peace and brings all humanity towards God.

Ismail, T. et al. (2015) defines Madrasa as a School, in Arab countries children go to Madrasa for getting education. Basically, Madrasa was invented by middle age people for the purpose of giving knowledge to the children and aware each home from the knowledge which can remove illiteracy among people.

Ramzan, S. and Robab, A. (2013) explain the origin about Madrasa in their research paper, which is quite informative for readers. Madrasa is the institute which is considered as an old institute in all over the world. The education of Madrasa was on its heights in eighteenth and nineteenth century due to Muslim rulers. When Britishers came to sub-continent, the scope of Madrasa education became less because people started entrusting English and the sub-continental



people converted to English for the sake of successful life and the Islamic institutes were almost ended at Britishers time. Britishers promoted English language among sub-continental people and they were forced to learn English for a good job and for a successful life. In the colonial era Muslims were getting their fundamental education from Maktab. However A Maktab is a place where Muslim children get admission at the early stages of life like when they are four years or five years old. In Maktab children learn basic education of Islam, for example they learn about Arabic alphabets, pronunciations and after learning this they start learning Quran fluently. According to this study, it can be easily analyzed that previous Madrasas curriculum were change from each other or in other words it can be explain, ancient time period Madrasas were famous for different types of knowledge, skills and development. In addition, the Madrasa found in Lucknow was famous for teaching Quran tafseer, Hadith, Mathematics and some other important knowledge which are helpful for living life in the world. Similarly, the Madrasa of Shah Wali Ullah only focused on Hadith knowledge. At that time Madrasas were bound to transfer knowledge in Persian language but those Madrasas which were high in educational quality they were transferring information and knowledge into Arabic language. Further, study described that the purpose of Madrasa in sub-continent was to prepare the clergy man. Although at that time the Madrasas were providing ten subjects and these subjects were divided into seventeen books. Gradually in Madrasa Arabic language was promoted and it also started the teaching of Arabic grammar to the students of Madrasa. Moreover, with the time when people become sharper and keener, then Madrasas promoted some other subjects such as Mathematics, Astronomy and Philosophy, they also started giving Medical education.

Finally, we cannot neglect the importance of both educations because both have different kind of impacts on student's confidence level and character building. Quetta city is one of the educated cities of Pakistan, there is no doubt Quetta city students are quite smart and God gifted. Madrasa education is quite valuable education for every Muslim family. Basically, the aim of the current study is to analyze the Madrasa education and its impact on student's confidence level and character building. The existing study will provide new vision and scope to the field of education and also to all those people including parents who do not prefer Madrasa education for their kids. The research will select the Quetta's Madrasas students and teachers for collecting the information about the impact of Madrasa education on student's confidence level and character building.

LITERATURE REVIEW

The study of Mujawar, M. A. and Pathan, Z. A. (2012) explained Madrasa as, it the place of two-way process like learning and teaching Islamic education. Basically, Madrasa is the Arabic word and it literally means the place of getting education.

Madrasa education means Islamic education in which Muslims get information about their Holly Prophets and God. Islam is the great religion which start from the word 'IQRA'. It is an Arabic term which means to read, recite and deliver. Madrasa studies only follow the Islamic



books, that's why Madrasa is the only place where all Islamic material, information and acquaintance is obtainable (Dogar, N. T., 2010).

The research paper of Ahmed, Z. S. (2009) discuss about Madrasa teachers that some teachers of Madrasas have ability to bring positive change in Madrasa but other teachers who do not want to bring change because this change may create difficulties for them due to them positive changes not established yet. Curriculum is not only the responsibility of administration but it also the responsibility of the teachers. Teacher is the only source who know the basic needs of students and they also know which methods may help students to understand the lecture. Pakistan's Madrasas do not promote social activities in Madrasas, they only focus on student's learning. Madrasa teachers avoid all those activities which make an individual confident among all and they can be a strong citizen in the society.

Juma, M. I. (2016) explained the curriculum of Madrasa constantly failing to full the requirements of the society. They are using the very old curriculum which do not fulfil the society demands and third also not satisfy today generation. Most of the Muslims are far away from the Islam because they do not get satisfy answers and knowledge. Today generation is quite keen, and they need every knowledge with reference and logic, but old curriculum do not provide these things and teachers also not trained to handle the certain situation, so these types of discussions create misunderstanding among students. In addition, the study strictly criticizes on the Madrasa curriculum that this type of curriculum has no ability to make a strong and competed student in the society instead it makes beggars, terrorists and unsuccessful person of the society. Even the curriculum of Madrasa teaches violence to the Madrasa students because they give last degree punishment to the students and these types of negativity affect student's minds.

The weak point of Madrasa education it does not groom the student's personality. The students of Madrasas are good in rote memorization and they can easily memorize complete book, but they have no ability to analyze the things. The Madrasa students have strong command on Islamic terms, but they cannot relate and apply these terms in current time period. They have memorized all Hadith, but they have enough ability to describe these hadith intellectually. In addition, Madrasa education do not build competed students even they have great knowledge, but these knowledges do not influence others and it also become the reason of their unsuccessful life (Dogar, N. T., 2010).

The research article of Tamhak, S. et al. (2018) discussed in detail about the professionalism of the Madrasa's teachers. The quality of Madrasa teachers is very low in simple words, Madrasa teachers teaching is not effective although the Madrasa authority manage training program for the teachers, but they do not attain. Basically, Madrasa teachers do not take seriously their profession and the headmasters of Madrasa also do not take strict action against them because parents never came to complain against teachers. The reason behind this found pupils of Madrasa came from middle or lower families and their parents also not educated and parents give more value to



teachers because they educated according to them and the step teachers take against their children parents consider it right and perfect. So, this is the main cause parents never complain against Madrasa teacher's behavior and teaching. The unprofessionalism of the Madrasa teachers do not create quality education. Study further explained, a professional Madrasa teacher is able to guide pupils, teach by heart, develop different skills among pupils and bring pupils near to God and Prophet (PBUH). There are four major abilities which is necessary to have for the Islamic education teachers. One ability the Madrasa teachers must have patience and have great compete personality, second ability the Madrasa teachers must have skill of teaching, third Madrasa teachers must aware from all teaching methods and last but not least Madrasa teachers must be social. Additionally, study explained some features of Islamic teachers. Madrasa teachers must aware from Quran and Hadith, they should have strong command on history of Islam, their behavior must be polite with students and the teachers of Madrasa should present their self as role model for the Madrasa pupils.

Zaman, R. (2013) criticize on the serious topic related to Madrasa student's career. Madrasa education only emphasis on Islamic education and students of Madrasa have great command on Islamic knowledge but Madrasa students are not skill full just because of this Madrasa students do not get good opportunities in their life. Moreover, Madrasa students do not lead country as school students because Madrasa student's skill are not developed during their study and they are not effective for running the country instead of school students have much ability to make country successful and rich. Current paper reveal Madrasa students need an education which make students strong, skill full, creative and knowledgeable not only about Islam but also about other subjects. Otherwise in coming years Madrasa will lose its dignity and even it can make a history for the coming generation due to the present fast era.

Javaid, O. (2012) explained in the research paper the Madrasa students have less opportunities to do job. Majority of these students belongs to lower family and the students of Madrasas mostly work as teachers. These students prefer as a teacher in same Madrasa from where they get their education. Study further reveals that, after completing the Madrasa course 70% students perform as a teacher in Madrasa and other students get the jobs which have low income.

Blanchard, C. M. (2008) study explained that the students of Madrasas after completing their graduation have only option to job as teacher in same place from where students get Islamic education. In the Madrasas these students perform their duty as Imaam and religious scholar. This study also prof that the students of Madrasa have less chance in the society to show his skills and get success.

Findings

1. The analysis of the study reveals that the students and teachers who are enrolled in the Madrasa 29% of them belong to the families who have already studied in the Madrasas. The result depicts that; majority of students of Madrasa came from the religious backgrounds.



2. Language plays a vital role in any educational institute. There 30.5% respondents were agreed that they have no formal language in Madrasa and they use regional languages in the Madrasa, results disclosed that the students and teachers of Madrasa in Quetta use their regional languages during the madrasa timing, which means, Madrasas focus on the Islamic education they do not care either its medium of instruction is in Balochi, Pashto or Farsi languages.
3. Further the data reveals that, there are some Madrasas of Quetta city which teach other subjects like Mathematics, English, Science, Social studies etc. 27.5% respondents were agreed that they are studying these subjects. So, the results show there are some Madrasas that are working sincerely on student's character and try to aware them from all the existing subjects.
4. The present study more reveals that Quetta city Madrasas provide different activities to students in their free time and they also facilitate students with the books of treasure. Further the researcher found that there are some Madrasa students and teachers who were not satisfied with atmosphere of Madrasa. They are not happy with the Madrasa management because they are not facilitated with the basic needs and there are 19.0% respondents who were agreed that they faced some sexual harassment issues which make them scared. Although vast number of respondents 34.0% denied the statement.
5. Additionally, the good behavior of the teachers always shows positive result in the shape of motivated and confident students. 17.5% respondents were agreed that Madrasa teacher's behavior is friendly with them. The data of study reveals there are some Madrasas who nicely treat their students and understand the student's psyche.
6. It was found after the analysis of data the teachers of Madrasa do not punish students. The study further exposed the students of Madrasas are well confident and they can make their future bright by taking smart decisions for themselves.
7. There was a huge percentage of the respondents who were agreed, the students of Quetta city Madrasas attentively listen to the lectures and also ask questions from their teachers when they get confused thus it shows that the students confidently clear their confusion which also shows their interest towards Madrasa education.
8. The study further reveals that some Madrasas of Quetta city are well organized that they specially work on student's confidence level. There were 19% teachers who arranged some co-curriculum activities for the students. There are still many Madrasas of Quetta which use old methods to teach students which do not work efficiently on students learning.
9. Additionally, the major findings found in the study were that; there was a negative relationship between Madrasa education and character-building. The students of Balochistan Madrasas are neglected due to their doubtful personalities.
10. Over all the study findings were the students and the teachers of Madrasas who are facilitated with the basics needs but they do not have much resources to facilitate students on high level, in addition to that the Madrasa students were well confident students they have the capability to express their statements in people's gathering but Madrasa students did not get high status in the society, their physical appearance are not acceptable is today's



society. They do not get government jobs they mostly earn from private institutes of organizations. The reason found behind this that society do not consider their degree valuable and relevant.

5.3. Discussion

Education plays an important role in the human personality. As it is cleared from the current study, there are two types of education one is worldly and second is religious education. The Madrasa education is also known as religious education. The current quantitative study analyzed the Madrasa education and its impact on student's confidence level and character building. The research questions of the present study were what are the major features of Madrasa education? Does Madrasa Education increase confidence level and build character of the students? Is there any relationship between Madrasa education and character building?

5.3.1. Features of Madrasa Education

After analyzing the feature of Madrasa education, the important elements found that Madrasas of Quetta city do not emphasis upon use of formal language of students during Madrasa timing or in classroom. The major findings of the study tell that the atmosphere of Madrassas is relaxed but the study also exposed, a number of students faced some shameful acts like sexual harassments. After the analysis of first objective the researcher came to this result that the Madrasas of Quetta city facilitates their students and teachers by their own efforts. In Baluchistan the Madrasas and their education has been neglected from the high authorities. According to the report Lehri, T. (2019). Madrasas in Balochistan received funds from Saudi Arabia, Iran and Bahrain on the name of charity and zakat. According to study results there are few Madrasas which need proper development, as these Madrasas are unable to provide proper formal facilities to the students. Although there was a good percentage of those respondents who were agreed that they received all facilities from the Madrasa authority, and they were being treated very respectfully. Furthermore, study disclosed that in Quetta some Madrasas are present that teach Mathematics, English, Social Studies etc. by using their own efforts and the government of Balochistan does not support them at all. However, it is necessary to keep an eye on Madrasa education, they also need proper inspections.

5.3.2. Confidence Level of Madrasa Education

Besides, study divulges the teachers of Madrasas had a very suitable behavior with students of Madrasa. According to the study results, Madrasa teachers do not cruelly punish students instead the teachers of Madrasa try their best to build students confidence level and it is proved from the study that now in many Madrasas students are not treated as prisoners. In present era children are not beaten nor punished badly that is why they are well confident; they can face and handle the people confidently. The study also reveals, some Madrasa teachers are well educated and trained because they know how to build students confidence. Bradley, L. and Cherti, M. (2011) defined in their research that the teachers of Madrasas are well trained and skill full. Today Madrasa teachers have an ability to bring positive changes in student's life. Further many students of Madrasas are



found well confident, but some are not much confident. Finally, the high percentage of the study make known that the students of Madrasas are well confident and have the ability to justify their thoughts.

5.3.3. Relationship Between Character Building and Madrasa Education

Moreover, the study found, the characters of Madrasa students are not being judged positively by the people because Madrasa's curriculum and teachers do not work on character building of the students. The people who have completed their Madrasa education they do not have bright future and work as private employees in the institutes. They do not get high opportunities to earn the good amount of money because their character does not influence any one instead it creates doubts in other people minds. This physical appearance of Madrasa students does not let them towards successful life in the society.

Recommendation

Madrasa education is the essential part in the Muslim lives. It is the key of right path and right path takes Muslims towards God. Madrasa education is always neglected in area of education but after 9/11 Madrasa education becomes diffident. The Government of Balochistan does not inquires the Madrasa Head/Director, only as a formality the government sends some people for sake of getting information about students and teachers of madrasa, but they do not fulfill the demands of Madrasas. However, Madrasa education needs importance and worth in society, so on the bases of findings there are some suggestions mentioned below, but the purpose of this is to provide proper formal place for the Madrasa's students and hope it will work for the Madrasas in Balochistan and their students.

1. The Madrasas of Balochistan need proper inspection from the education department of the Government who, look the cleanliness, education, learning, skills and management system of the Madrasas situated in Quetta city.
2. The Students of Madrasas should be facilitated with the proper buildings like Schools, Colleges and Universities are facilitated with the proper classrooms, desks and boards. Government should take strict action against all those Madrasas buildings who build underground room in the building and provide the open classrooms, where no doubt take place.
3. In Balochistan, Madrasas must arrange uniform for the students because it will help them to enhance their personality.
4. The most important thing that needs to be polished is the national language of Madrasa students because in Quetta Madrasa's teachers teach in their regional languages and it makes their national language weak and it does not make them standardize among the society. Effective speaking makes a person confident among educated gathering.
5. Government must provide job opportunities in different departments of government sector to the Madrasa's students after completing their degree of Madrasa education.



6. Teachers are the important part of any educational institute and government should take significant steps for them like government should hire the teachers in Madrasa on government level. It will help to value the Madrasa degree and education.
7. Madrasa curriculum needs to be changed, and it is important to add some compulsory subjects and some co-curriculum activities which develop and enhance student's skills.
8. Madrasa authorities must arrange the ethics class for the students, where they can learn how to make their self, responsible, educated, well dressed, well behaved, organized, decent and many more. The major things, Madrasa students need to change their dressing sense because it makes their personality doubtful and do not let them to show an educated person. Further ethics classes will make strong personality of the students.
9. The education minister must consider Madrasa education, which checks the Madrasas progress report and arrange meetings with heads of Madrasas once in a month or two months.
10. The students of Madrasa do not get high rank jobs due to their degree so, it means students are wasting their time in Madrasa. Government should take decision for the student's bright future that high classes of Madrasas should be converted to the semester system. This step will help Madrasa students to build up a bright future for themselves.

Conclusion

The current chapter provided a detailed overview of the data results. The intension of the study was to analyze Madrasa education and its impact on student's character building and confidence level in Quetta city. As every study is based on objectives, similarly current study objectives are to investigate the major features of Madrasa education, in addition to identify the level of confidence and character building of Madrasa's students, and to find out the relationship between Madrasa education and character building.

The current study has been completed in Quetta city. It was not possible for the researcher to include all Madrasas of Quetta city, due to less resources and lack of cooperation from the Madrasa's head and coordinator study was limited to the 10 Madrasas of Quetta city. In selected Madrasa of Quetta city girls and boys Madrasas were included. The Madrasas of Quetta city were selected thorough convenient sampling techniques and samples of the study were selected through random sampling technique.

The tools of the present study were close ended questionnaire which was based on 5-point Likert scale. The questionnaire of the present study was divided in to 3 parts according to the study objectives and each part of the questionnaire carried 10 questions. The first section of the questionnaire was about the features of Madrasa second contains the confidence level and character building and the third part of the questionnaire was based on the relationship between Madrasa education and character building.



The collected data from Quetta city Madrasas was entered to SPSS (Statistical Packages for Social Sciences) version 23. The first objective of the study was analyzed by descriptive analysis frequency and percentage, in addition the second objective was analyzed by mean score frequency and percentage, the last and third objective was analyzed through person's correlation. It is concluded that the major findings of the research are, Madrasas try to provide good education, but they do not focus on the formal language and due to this Madrasa student's formal language is not attractive. Although Madrasa authorities full fill the basic needs of the staff and students but the male students need to be protected from harassment in Madrasas. Furthermore, the teachers of Madrasas are well trained and try to build confidence among students for this purpose many Madrasas avoid punishment and strictness. The Madrasa students having high confidence level, but they do not have bright future because Madrasa teachers do not focus on their character building, due to this society neglect them and they do not have bright and clear future.



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