

## RESEARCH TENDENCIES OF MADRASSAH STUDENTS IN MADRASSAH EDUCATIONAL SYSTEM IN PAKISTAN

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### ABSTRACT

The study distinguishes the research tendencies in Madrassah educational system in Pakistan. It is noticed in the Madrassah students that they have lack of research tendencies in their educational system. The objectives of the study are 1) To find out the perception of students regarding research environment in Madrassah 2) To investigate the sources that is responsible for research in Madrassah educational system 3) To explore the role of Madrassah students in promoting research culture in Madrassah educational system. Mixed method approach was used for the current study. The population of the study comprised all the Madrassah students in Pakistan. The sample of the study comprised 251 Madrassah students from five distinguished Madarass of Pakistan. The researchers design a questionnaire and make some open-ended questions for getting the perception of students as well as the Madrassah teachers regarding the research tendencies in the Madrassah educational system. The madrassah students have the perception about the research tendencies that they are not provided with modern equipment. Madrassah teachers are not inspiring and motivating madrassah students toward research activities. It may be recommended that all that madrassah in Pakistan provided with the modern equipment of research. It may also recommend that students are provided with modern technological tools according to the contemporary needs for the propagation of Islam.

**Key Words:** *Madrassah, Students, Education, Research and Pakistan*

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## 1. Introduction:

Since the history of Islamic era, Muslims are the torch bearer of knowledge and education in the world. With the drastic changes of the social evaluation, Muslims did not pertain their role in the promotion of knowledge in spite of the fact that Muslims has become the torch bearer of knowledge. The Muslims of the world lost their knowledge and became the cause of destruction for scientific knowledge as well as the Islamic educational system all over the world. Then there started an era of renaissance of Islamic teaching, Islamic educational institutions (Madrassahs) and Islamic thought in the Indo-Pak sub-continent during the 18<sup>th</sup> and 19<sup>th</sup> centuries. The above-mentioned narrative was a noteworthy phenomenon from the viewpoints of religious scholars, religious education and Muslims history of the sub-continent (Ramzan and Rabab, 2013)<sup>1</sup>. Then, there awake Muslim leadership who inspire the Muslims and arose the hope among Muslims of subcontinent for the rebirth of Islamic knowledge and concepts with full zeal and zest.

The British who were ruler at that time, substituted the old educational system (Madrassah system) with a modern and new educational system. English has become an official language and it must be a compulsory language for educational institutions. It would be mandatory to be well versed in English language for a person who want to get. Lord Macule said about the subcontinent educational system, “it is a system that would be able to produce the clerical staff”. It is because they have made all the administrative policies and in all these policies, they have ignored the Muslims. All the administrative system is infested by the British and Hindus. There are variety of factors due to those Muslims lag behind in the sub-continent. Consequently, the Muslims of sub-continent showed their continuous disrespect to such policies as the Muslims thought that the new English system of education was an effort to separator the Muslims from Islam. And on the other

hand, a section of Muslim scholars and intellectuals considered of preserving their culture and identity by preserving their traditional system of education and establishing new schools based on these traditions (Ahmad, Khan & Anjum, 2014)<sup>2</sup>.

These religious institutions as well as the religious scholars put a long lasting impact on the Muslim society during the colonial rule of British and in the post-independence era in Pakistan and India (Indo-Pak Sub-continent). And no solid piece of research work was produced to show the educative role of these madrassas in the Indo-Pak sub-continent. The present research paper dilates upon the evolution of religious institutions in Pakistan and attempts to review the role of such religious educational institutions in prevailing the research and research tendencies in this area. The research paper also makes an attempt to answer the research question that does the prevalent madrassa education is really promoting research tendencies among the students of Pakistani Madrassahs.

The Pakistani madrasa curriculum remains virtually unaffected by the technological aspect of the modern world. Almost, all the democratic governments blame madrasa authorities for the failure of its reforms and lagging behind from the modern technological trends that are adopted in the modern world. In this context, this paper will examine recent lack of research tendencies and developments in madrasa reform initiatives throughout Pakistan while looking further into the unproven relationship between madrasa educational system and research tendencies. The paper concludes with an overview of the relation between madrasas educational system and the question of lack of research tendencies in the students of Madrassahs in Pakistan.

## **1.1 Research Objectives:**

1. To find out the perception of students regarding research environment in Madrassah.
2. To investigate the sources that is responsible for research in Madrassah educational system.
3. To explore the role of Madrassah students in promoting research culture in Madrassah educational system.

## **2. Review of Literature:**

Since the inception of Pakistan, Madrassahs are playing a vital and significant role in the Islamic values and propagation of Islamic teachings. In ups and downs of the history of Pakistan, there had come a variety of changes in the Madrassah system. So, there comes a time in the history, when the reforms applied in the religious madrassahs in Pakistan. In the periods of democracy and Marshala, there is a quest for Madrassa reforms has come from several decades and has been incited by different considerations. The foreign and western forces deliberately interlink the concept of Jihad and Terrorism to the Madrassahs. The Western powers, especially the United States, has a strong urge to secularize and restructuring these Madrassahs in Pakistan. So that their graduates are no longer inspired by a passion for Jihad nor are they inclined to militancy (Islam, 2010)<sup>3</sup>. The Pakistani democratic as well as the military Governments in power, apart from their own desire, to update and modernize the madrassah educational system in the country. This all is pursuing donor-driven agenda regarding the introduction of reforms in these Madrassahs educational systems. Above board from all this, there awake a desire in Madrassahs itself for change and to modernize their structure according to the modern trends. That's a welcome sign for the government as well as for the whole country.

There happened many positive changes in the madrassahs during the Government of General Pervez Musharraf (1999-2008) intended to devise an inclusive plan to, what they appealed, improve conditions in the Madrassah system. Broadly speaking at a seminar organized by Institute of Policy Studies Islamabad (IPS) on August 3, 2000, Dr. Mahmood Ahmad Ghazi, a member of Musharraf's Security Council claimed that "The Government plans to integrate religious Madrassahs with country's mainstream education system, and want to introduce changes in their courses and teaching methodology". All this would be done in Madrassahs to enabling them to play their vital and significant role for producing not only religious scholars but also leaders who lead the whole nation at all levels.

Pakistani Madaris are playing a vital and significant role in educating the people and preserving contemporary Islamic values and traditions. This one is really a remarkable contribution toward the promotion of contemporary society and masses as well as the history of Islamic society. Madaris in Pakistan are providing free education to the masses across the country. Madarass are providing the facilities of education where the government is not able to establish schools. There is a lack of modern and research tendencies in all these Madarass. Madaris, nowadays, are being criticized on national as well as international level for their outdated educational system and alleged linkage with militants as per critics' opinion (Muhammad, Omer, Imran, Akbar & Karim, 2012)<sup>4</sup>. In their research article, they analytically discussed the system of Madaris in Pakistan and to bring forth the reformative measures in order to keep pace with modern educational needs and research.

### 3. Research Methodology:

Mixed method design was used for the current study. The study was an amalgam of quantitative as well as qualitative research. The current study was exploratory and descriptive in nature. The population of the study was all the students in the five Board of Madarris (Wafaq-ul-Madaris Al-Arabia, Tanzem-ul-Madaris, Rabita-tulMadaris, Wafaq-ul-Madaris Ahle-Tashi and Wafaq-ul-Madaris Al- Salfia in Pakistan). The sample of the study was taken on the pattern as Rana (2009)<sup>5</sup> mentioned in his study in the table 1.

**Table 1**

Sample Distribution

<b>Boards of Madaris</b>	<b>No.</b>	<b>Percentage</b>
Wafaqul Madaris Al-Arabia	115	46%
Tanzeemul Madaris Pakistan	69	27%
Wafaqul Madaris Al-Shia	23	9%
Wafaqul Madaris Al-Salfia	30	12%
Rabitaul Madaris Al-Islamia	14	6%
<b>Total</b>	<b>251</b>	<b>100%</b>

The researchers prepared questionnaire after the extensive discussion with the experts in the field. Finally, prepared the questionnaire for Madrassah students and a structured interview is design for the Madrassah teachers and administered both the research tools to the students and

teachers respectively. Researchers personally visited the Madrassahs, and guided the students regarding the filling of questionnaire. Researchers make the observations and noted the impressions, oddments of information gathered during meetings and discussions with the students and teachers. The responses of the participants were tabulated and analyzed.

#### 4. Data Analysis:

Data analysis of the research is as under;

**Table 2**

Perception of students toward research environment in Madrassahs

S. No.	Statements	SDA	DA	UD	A	SA
1.	Students of Madrassah are unaware about the research methods/tools.	45%	30%	2%	17%	6%
2.	Madrassah students are facilitated with modern equipment of research.	70%	-	8%	22%	-
3.	Madrassahs provide research environment to its students.	30%	40%	6%	14%	10%
4.	Students are encouraged to conduct research.	40%	30%	7%	3%	20%
5.	Students have lack of interest in research-oriented environment	60%	20%	10%	-	10%

6.	Teachers of Madrassahs motivate students toward research activities.	40%	30%	10%	-	10%
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Table 2 indicates the perceptions of the students toward research environment in Madrassah system. 80% students have the perception that they have lack of interest in research-oriented environment. It shows that students have less enthusiasm toward research environment. Madrassah students (75%) have the opinion that they are not rightly known about the research methods and tools. It's also indicated in the above-mentioned table that madrassah students (70%) have the perception that madrassah students are not provided or facilitated with the modern equipment of research as well as the madrassah teachers are not proving themselves as a source of inspiration and motivation to the madrassah students toward research activities.

**Table 3**

Sources responsible for research in Madrassahs

S. No.	Statements	SDA	DA	UD	A	SA
7.	Madrassah has the possession of enrich libraries for students.	20%	10%	-	50%	20%
8.	Madrassah curriculum inspires the students for research.	20%	15%	-	25%	40%
9.	Madrassah Teachers arrange research training workshop for students.	40%	30%	05%	15%	10%
10.	Madrassah is publishing research-based journals.	55%	25%	05%	10%	05%



The above-mentioned table 3 shows the perception of madrassah students regarding the sources responsible for research in madrassah in Pakistan. Bulk of the students 80% show disagreement toward the statement that madrassahs are publishing research-based journals. 70% percent students have the view that Madrassah teachers are not arranging research training workshops for students in the madrassahs. On the other hand, 70% students acknowledged that madrassahs have the possession of enrich libraries for students. Madrassah students 65% show agreement toward the statement that madrassah curriculum inspires the students for research.

**Table 4**

Role of Madrassah students in promoting research

S. No.	Statements	SDA	DA	UD	A	SA
11.	Students are showing their keen interest for research.	60%	20%	-	15%	5%
12.	Students contribute for the welfare of people through their research.	70%	20%	-	5%	5%
13.	Students' researches strengthen the Islamic values.	5%	5%	10%	20%	60%
14.	Madrassah students are promoting research through mutual cooperation.	60%	20%		15%	05%

Table 4 shows that madrassah students (90%) have the view that through research madrassah students are not contributing toward the welfare of people at large. 80% of the

madrassah students having the opinion that they are not showing interest toward research as well as not promoting research culture through mutual cooperation. But they have the perception that students' researches are strengthening the Islamic values.

## **5. Findings and Conclusion:**

The findings of the study informed us about the Madrassah students' lack of interest and less enthusiasm toward research-oriented environment. The study also found that the Madrassah students did not know about the methods and research tools. On the other hand, students have the opinion that they are not provided and facilitated with modern research equipment. Madrassah teachers are no more sources of motivation and inspiration for Madrassah students toward research and research tendencies. The study found that Madrassahs are enriched with libraries and majority of the students acknowledged that Madrassah curriculum inspires the students for research. The findings of the study exclusively describing that madrassah student are not promoting the research culture through mutual harmony and cooperation. Above all students are not contributing toward the welfare of people through their research activities. The study concluded that Madrassah teachers have used different strategies and techniques to motivate the interest of students toward research-oriented behavior in Islamic teaching. It would be responsibility of the Madrassah system to conduct research workshops and research seminars for the madrassah students. No doubt, Madrassah curriculum inspires students toward research but they have no motivational tendencies from their teachers toward the practical research.

## 6. Recommendations:

In Pakistan, Madrassahs are playing a vital and significant role in the educational sector. But there is a need to improve the educational quality in the field of research. So, it may recommend that government and non-governmental organizations take a healthy culture toward the adoption of research culture in the Madrassah educational system. Madrassah teachers inspire the students through the novel and new research methods. It may also be recommended that it's the responsibility of Madarass to conduct the research workshops and seminar. In these research workshops and seminars, they have to invite the well-known and famous researchers of Pakistan to deliver lectures on research and research processes. It may also recommend that students are provided with modern technological tools according to the contemporary needs for the propagation of Islam.

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