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The Trends of Higher Education among the Students of *Madrassa* Education System in the Twin Cities of Islamabad and Rawalpindi in Pakistan

Malik Muhammad Afzal, Ph.D. Scholar

Abstract

The *Madrassa* is one of the many institutions, which have seen recurrent attempts to reform in Muslim society.

The purpose of this study was to investigate the trends of higher education among the students of Madaris in Rawalpindi and Islamabad cities in Pakistan.

The major objectives of the study were; 1) To explore the trends among the students to continue their higher education in the mainstream system of education. 2) To investigate the choice of the type of institutions for their higher education. 3) To identify the choice of the subjects for higher education in the mainstream education system.

All teachers and students of Madaris working in the twin cities of Rawalpindi and Islamabad constituted the population of the study. A total of 10 Madaris were taken randomly as sample. A total of 50 teachers and 200 students were randomly selected as respondents. Two questionnaires of three points rating scale were prepared: one questionnaire for the teachers and the second one

was for the students of Madaris, for the purpose of exploring the trends among the students of *Madrassa* education. Collected data was analysed by applying appropriate statistical techniques. On the basis of findings, conclusions were drawn.

Key words: Trends, Higher Education, *Madrassa* Education System,

Introduction

Education system is the backbone of any nation. Education means developing the children physically, intellectually, socially and economically. The foundation of a person is his values. Together with homes, educational institutions have to work carefully and painstakingly to shape the morals of children. The greatest treasure and asset of a nation are its educational institutions. Education makes or marks the destiny of a nation. The strength of a nation is built on human resources developed by its educational institutions, which train the brains, provide skills and open new world of opportunities to every nation. The development of a nation and education are closely related to each other.

The Goals of *Madrassa* Education

Traditionally *Madrassa* is considered to provide education for the moral and spiritual development of Muslims children. The objectives of higher education are multi-dimensional and may be termed as personal, social, economic and cultural. As Pakistan is an ideological state and as there is now the need for building a competitive nation whose individuals are scientifically trained persons and who would make their contribution to the socio-economic development of the country (Govt. of Pakistan, 1998), there have been continuous efforts to change the education system to suit the modern needs of economy, etc. Traditional *Madrassa* education also tries to change and reform the system while providing opportunities to meet their original goals. Depending on the educational demands, some Madaris also offer additional advanced courses in Arabic literature as well as English, mathematics, general science, economics and Pakistan studies, etc.

Higher education usually includes advanced education that takes two to six years to complete. Some pursue it after employment in executive positions in business, industry, or government service. In Pakistan, higher education is the top most level of the three-tire education system (Govt. of Pakistan, 1983). Higher education is the most important level of education because it develops the manpower for the country that leads the nation on giving insight into the future ideals, resources, problems and its solution. The capacity of a nation to develop economically, socially, politically and culturally derives largely from the power to develop and utilize the capabilities of its people (Hamiduddin, 1967).

Higher education is considered an investment of human capital which increases labor productivity. In recent years, the trend has been towards extending higher education with greater number of courses, accessible to all the students desirous to advance their knowledge and skill to avail better employment opportunities. Most of our Madaris students are also attracted towards the modern higher system of education due to changing trends. Therefore, considerable efforts are being

expanded to provide the Madaris population with opportunities and facilities to acquire qualification and specialization in various fields of knowledge which would enable them to make society intellectually, morally and materially prosperous. The recent trend in Madaris shows that Madaris students can also play a decisive role in national uplift after acquiring the higher education.

Statement of the Problem

Islamic institutions were not confined to religious education only in pervious epochs. Education was an integral part of Islamic society and *Madrassa* stood for imparting knowledge in all branches of thought and science. In the British colonial period, *Madrassa* shrank into the shell of limited religious learning. Secular educational institutions were established to cater to the educational needs in the Muslim society. Serious efforts were made by the Muslim scholars to build bridges between these two systems of education so that they could interact with each other.

The present study was attempted to identify the trends among the Madaris students to seek the higher education in *Madrassa* and mainstream education systems in Pakistan. So the statement of the problem of the study is: the trends of higher education in the students of Madaris education system in the twin cities of Rawalpindi and Islamabad in Pakistan.

Objectives of The Study

The major objectives of the study were as under;

- 1) To explore the trends of the students of Deeni Madaris to continue their higher education in mainstream system of education.
- 2) To investigate the choice of the types of institutions for their higher education.
- 3) To identify the choice of the subjects for higher education in mainstream system of education.

Significance of the Study

Civilized societies have for many centuries looked to their institutions of higher learning for the training of leaders in government and private sectors. Thus, higher education in the modern world must provide training in a larger number of specialties and for a large number of students. As a society progresses, the proportion of the people who need advanced education increases. But higher education must prepare not only adequate numbers of persons to fill positions appropriate to modern conditions, but also offer education of quality. The purpose of higher education is to meet the socio-cultural and developmental needs of a country. Higher education provides an opportunity of developing potential in an individual. It fulfils the need for high-level manpower in a society. Its objective includes cultural and material development. It produces individuals who are morally sound and are capable of multifarious roles in the society. It is a medium and vehicle for the achieving an objective of higher vision (Govt. of Pakistan, 1999).

This study will play a momentous role for the students and authorities of *Madrassa* education systems. It will provide information about the students who would like to boost their higher education in Pakistan educational institutions. It will provide the information that how *Madrassa* education students considered it compulsory. The main purpose of this study is to examine the trends of Madaris students for higher education. The second aim is to explore the areas in which *Madrassa* education students can impart the education.

Research Design

Methodology

This study was descriptive in nature, therefore, survey approach was considered appropriate to collect the data. The study was designed to analyse minutely for the trends of higher education in the students of Madaris education system in Rawalpindi and Islamabad cities. For this purpose, two questionnaires of three points rating scale were prepared with one open ended question at the end of the questionnaire. This tool was got validated from the reasonable educationists, experts in the field of education. After the validation of the tools, it was applied in institutions.

Population

All teachers and students of allmia class in Madaris (Wifaq-ul-Madaris Arabia, Wafaq Salfia, and Tanzeem-ul-Madaris) educational institutions working in Rawalpindi and Islamabad were the population of the study.

Sample

Convenient sampling method was adopted. For sample representation, a total of 10 Madaris (Researcher selected at least four Deobandies, four Brelvies, and two Alh-e-Hadith Madaris) were taken randomly. As sample 50 teachers (5 teacher each institution) and 200 students (20 each from each institution) were randomly selected as respondents.

No of teachers (5 from each) =50

No of students (20 from each) =200

Total no. respondents =250

Delimitations

The study was delimited to Rawalpindi and Islamabad. Only Sunni Madaris (Wifa-qul- Madaris Arabia, Tanzeem-ul-Madaris, Wafaq Salfia). were selected randomly from the twin cities.

Instruments

Two questionnaires of three points rating scale were developed for the teachers and students of *Allmia* class in Madaris (Wifaq-ul-Madaris Arabia, Wafaq Salfia, and Tanzeem-ul-Madaris) for

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collection of data. These questionnaires of three points rating scale were constructed in accordance to the table of specification for male teachers and students of Madaris in Allmia class for the purpose of analysis.

Questionnaire A was served to the teachers of Madaris.

Questionnaire B was served to the students of Madaris.

This tool was validated from the reasonable educationists, experts in the field of education. After the validation of the tool, it was applied to the Madaris working in Rawalpindi and Islamabad.

Data Collection

The researcher personally collected data from the teachers and students of Madaris working in Rawalpindi and Islamabad. It enabled the researcher to pay full attention to respondents and maximum responses were collected.

Data Analysis

The data collected through questionnaire were coded and analyzed through Ms-Excel in term of percentage and mean score. Scale values assigned to each of the three responses were as;

Scale Values

Level of Agreement Scale value,

Agreed=3, Un-Decided=2, Disagreed=1

To calculate the mean score, following formula was used.

Mean Score = $(FA \times 3 + FUNC \times 2 + FDA \times 1) \div N$.

Where

FA= Frequency of Agreed Responses.

FUNC= Frequency of Un Decided responses.

FDA= Frequency of Disagreed responses.

The findings from the data analysis are presented below.

Finding

Data collected through the questionnaires was analyzed in terms of percentage and mean score. The findings drawn out from the data analysis are given below.

Table 1: Opinions of teachers about the trends of higher education

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S/no.	Statements	Agree	Un Decided	Not Agree	Mean
1.	Parents are satisfied with the future of their children in Madaris system of education.	35 70%	05 10%	10 20%	2.5
2.	It is compulsory to take admission in university for acquisition of higher education.	20 40%	4 8%	26 52%	1.88
3.	Better jobs opportunities are not available with out higher education.	40 80%	3 6%	7 14%	2.66
4.	Higher education is essential to achieve a reputable position in society.	17 34%	5 10%	28 56%	1.78
5.	Higher education is necessary for rapid socio-economic development for a brilliant future.	10 20%	2 4%	38 76%	1.44
6.	Higher education is necessary to meet the present challenges.	37 74%	2 4%	7 14%	2.44
7.	Financial condition can not be improved only with Madrassa education.	45 90 %	1 2%	4 8%	2.82
8.	It is not possible to conduct researches with out the acquisition of higher education.	46 92%	0 0%	4 8%	2.84
9.	Aluminae of mainstream system of education have democratic manners.	27 54%	6 12%	17 34%	2.2
10	More reforms are required in Madrassa system of education.	8 16%	3 6%	39 78%	1.38

- 1) It is evident from table-1 that majority of the respondents (70%) were agreed with the statement that the parents were satisfied with the future of their children in system of Madaris. The mean score 2.5 supported the statement.
- 2) A prominent majority of the respondents (52% with 1.88 mean score) were not agreed with the statement that it is compulsory to take admission in university for acquisition of higher education.
- 3) Large numbers of teachers (80 %) were agreed to a statement that better jobs opportunities are not available with out higher education. The mean score 2.66 also supported the statement.

- 4) A significant majority (56% with 1.78 mean score) of the respondents were of opined that higher education is essential to achieve a reputable position in society.
- 5) A majority (76%) of respondents were not agreed with the statement that higher education is necessary for rapid socio-economic development for a brilliant future. The mean score was 1.44 which was supported the statement.
- 6) A large number of teachers (74% with 2.44 mean score) were agreed to a statement that higher education is necessary to meet the present challenges.
- 7) A significant majority (90%) of the respondents were agreed with the statement that financial condition can not be improved only with the Madrassa education. And the mean score 2.82 also strongly supported the statement.
- 8) A significant majority (92% with 2.84 mean score) of the respondents were agreed that it is not possible to conduct researches with out the acquisition of higher education under the supervision of researcher.
- 9) A large number of teachers (54%) were agreed that alumnae of mainstream system of education have democratic manners. The mean score 2.2 also supported the statement.
- 10) A majority (78%) of the respondents expressed their negative opinions that more reforms are required in Madrassa system of education. The mean score was 1.38, which was supported the statement.

S/no	Statements	Agree	Un Decided	Not Agree	Mean
1	Your parents are satisfied about your future in <i>Madrassa</i> Education system.	120 60%	10 05%	70 35%	2.25
2	It is compulsory to take admission in university for acquisition of higher education.	134 67%	16 08%	50 25%	2.42
3	Better jobs opportunities are not available with out higher education.	70 35%	17 8.5%	113 56.5	1.78
4	Higher education is essential to achieve a reputable position in society.	70 35%	16 8%	114 57%	1.78

5	Higher education is necessary for rapid socio-economic development for a brilliant future.	106 53%	14 7%	80 40%	2.13
6	Higher education is necessary to meet the present challenges.	157 78%	10 5%	33 16%	2.62
7	Financial condition can not be improved only with Madrassa education system.	80 40%	12 6%	108 54%	1.86
8	It is not possible to conduct researches with out the acquisition of higher education	80 40%	16 8%	104 52%	1.88
9	Aluminae of mainstream system of education have democratized qualities.	171 85%	09 4.5%	20 10%	2.75
10	More reforms are required in Madrassa system of education.	180 90%	05 2.5%	15 7.5%	2.82

Table 2: Opinions of students about the trends of higher education

- 1) A prominent majority of the respondents (60%) were agreed of the view that their parents were satisfied about their future in *Madrassa* Education system. The mean 2.25 is supported the statement.
- 2) A majority (67 %) of the respondents expressed their opinion that it is compulsory to take admission in university for acquisition of higher education. The mean 2.42 of the statement is supported.
- 3) .A prominent majority of the respondents (56.5% with 1.78 man score) were disagreed with the statement that better job opportunities are not available with out higher education.
- 4) A majority (57%) of the respondents were not agreed that higher education is essential to achieve a reputable position in society. The mean 1.78 is also supported it.
- 5) A majority of students (53%) were agreed that higher education is necessary for rapid socio-economic development for a brilliant future. The mean score 2.13 is also supported the opinions.

- 6) A prominent majority of the respondents (78.5% with 2.62 mean score) were agreed of the view that higher education is essential to meet the present challenges.
- 7) Majority (54%) of the respondents are agreed that financial condition can not be improved only with Madrassa education system. But the mean score 1.86 is not in favouring it.
- 8) Majority of the respondents (52%) were disagreed with the statement that it is not possible to conduct researches with out the acquisition of higher education The 1.88 mean score is also supported the statement.
- 9) .A large number of teachers (85.5% with mean score 2.75) were agreed that the students of mainstream system of education have democratized qualities.
- 10). A large number of students (90%) were agreed that more reforms are required in Madrassa system of education. The mean score 2.82 is also supported it.

Discussion

In Pakistan, Madaris are imparted religious education under the supervision of different Wafaqs and Madaris board of Pakistan. While the public sector universities are competing international standards of education under the umbrella of Higher education commission. Pakistan is developing country with high demands of higher education (Government of Pakistan, 1998). So it is the need of the time that all educational sectors should take part in this national endeavor, to promote the higher learning of education. It can provide the comprehension of higher level of education at all academic and professional levels at Madaris. It can convenient to the all types of learners and providing them spiritual, social and moral education. It is the need of the present age to generate and share the knowledge crossing the all boundaries through information and innovated tools of learning. For the betterment of the Muslim Ummah it is necessary to open the doors of higher education for all segment of the society. Uniform and equal opportunities of higher education should be available to all categories of students. According to Rashid, M. (1998), individuals need of education and training to require broad base of knowledge, attitudes, values and skills on which they can make systematic progress in life, adjust themselves in the society and work for the betterment of the society. The trends of higher education of learning can enhance the performance of learning of the learners through self directed study. It updates courses of academic and professional development. In religious institutions there is great lack of such types of higher education according to international level of standard.

The main aim of any educational system is the national integration and preservation for the promotion of norms & values (Khalid, T. 1998). Similarly, National Education policy (1998) states that Pakistan is an Islamic Ideological country having its on norms & values and maintains national integration and cohesion through its educational system. The students of Madaris system of education may prepare to face the challenges of this era is possible only if they rationalized their knowledge in the supervision of contemporary well-known scholars and researchers. The Language in India www.languageinindia.com

students of Madaris reducing the socio-cultural conflicts by entering in mainstream system of higher educational institutions. It develops as agent of social change and it can promote spiritual, moral as well as cultural and social values to keep pace, and harmony in Muslim society (Zaman, 1999). Majority (67%) of respondents viewed that they were energetic to take admission in higher educational institutions. It is generally held that the graduates of *Madaris* have limited understanding of modern world and their life is restricted to mosques and *Madaris*. And, they are unable to play their useful role in modern societal practical activities due to lack of modern knowledge. So, 90% respondents opined that more reforms may be required in Madrassa system of education and they considered that higher education is necessary for the up bringing of socio-economic condition of the people.

Conclusion

Education is an integral part of Islamic society and culture while *Madrassa* stood for imparting knowledge of spiritual and religious. Many Madaris authorities tried to set up such institutions where Islamic curriculum was commenced along with the modern subjects. A trend of modern education was emerging new concept by integrating of moral, social and economical education. The function of the higher education is to build up the students physically, morally and economically. This integrates the whole nation extending the opportunities of higher education for all the members of society. It can collaborate and promote to understand the new challenges and issues of new generation. Therefore, the trends of higher education in Madaris can be used in reducing cultural conflicts among the whole nation; it fulfills the requirement of the learners.

On the basis of the analysis, it was concluded that the life of Madaris's students is restricted to only mosques and *Madaris*. And, they are not capable to play their practical role in their societal activities due to lack of modern knowledge. So, they considered that higher education is compulsory for the up bringing of socio-economic condition of the people. And higher education is one of the most powerful instruments of change in society. National goals can be achieved through producing young minds imbued with modern knowledge, attitudes, skills and competencies to shape the future destiny of the nation.

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