

A Study on Fundamental Practices of Islam among Students of the Islamia University of Bahawalpur

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Abstract

This study was focused on fundamental practices of Islam among the Students of The Islamia University of Bahawalpur. To determine the level of practices of Islam among the university students, a questionnaire was developed. After analysis of data it was revealed through this study that majority of the respondents have very poor knowledge of Islam. They practice Islam but mostly without correct understanding of different Islamic concepts. It is recommended that some basic concepts must be included in University curriculum of all subjects so that students may have correct knowledge of Islam and their practices may be accepted by Allah Almighty and they may become true representatives of Islam.

Key Words: Practices of Islam, Muslim, Siraiki Students, Islamic Education

Introduction

People around the globe have special interest in Islam. They try to understand Islam through Muslims and their practices but it is very unfortunate for both Islam and the Muslims. The practices of Muslims do not show the true nature of Islam and Islam without practices cannot be understood. As Islam is believed to be the complete code of life so without practical examples it would be difficult for the world to understand Islam.

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On the basis of above mentioned findings and conclusions drawn through these findings we suggest the following recommendations.

Recommendations:

- As female students have positive attitude towards learning Islamic concepts; it is suggested that provision of accurate and authentic books at departmental level may be insured.
- The central library should facilitate students to access authentic electronic sources for their studies about Islam and the solution of their daily life problems according to Islam.
- The quality of teaching of Islamic concepts especially at higher education level is a matter of concern for everyone. Universities should arrange good teachers and facilitate the learners for getting accurate, authentic and non-controversial information.
- Islamic education system should be based on Islamic values; it must aim at freedom as its operative principle as well as one of its goals.
- The Islamic education system must be molded in the new forms so that it may be able to make its products according to this new era of technology, the students should fully ingrained with all values of Islam to combat the cultural war imposed on them.

- Female students claim that they knew about their rights through the study of Islamiyat during their class work. The mean score for this statement was 4.07 it shows students' strong agreement.
- Mean score for the statement about feeling tired after listening some Islamic program. The female students disagree with mean score 2.19.

Conclusions

- It can be safely averred from the data that female students of Bahawalpur (southern Punjab) have strong positive attitude towards Islam.
- The students of Bahawalpur reflected their positive attitude towards learning Islamic concepts.
- They consult Islamic books and they also try to find out the solutions of their problems according to Islam.
- It is concluded that female students of Bahawalpur perform their religious duties by their own interest they offer SALAT and keep fasts in Ramazan with their own will without any parental or societal pressure.
- It is concluded that majority female students of Bahawalpur are interested in searching the Islamic web sites and collecting the data about Islam and they have sufficient knowledge of Islam and they reply the questions related to Islam with full command on the subject.
- It is concluded that students of the Bahawalpur know about their rights and they feel spiritual satisfaction when they listen the Islamic programs. They do not feel tired of listening these programs.

- To find out the solutions of problems related to daily life from Quran and Hadith the respondents agree and mean score was 3.74.
- Mean score 3.86 for the statement about getting the knowledge from Muslim scholars reflects an agreement.
- Is Islamiyat a useful subject? The response of the female student was in agreement. The mean score was 4.16.
- Mean score for the statement about is to search the Islamic websites the given response of the female student was in agreement to the statement. The mean score is 3.97.
- Mean score for the statement about keep fasts in Ramdan, the given response of the female student was in agreement to the statement. The mean score is 4.50.
- Mean score for the statement about using the Islamic wallpapers on their computer screens the response of the female student was not in agreement. The mean score is 2.50.
- It was found that students agree that they try to collect Islamic books for their reading. The mean score was 3.31.
- It is revealed through this study that students purchase Islamic books with their own pocket money. The mean score of students' response was 3.34.
- Students advise their friends for prayers and observing fast. The mean score for this concept 4.05.

respondents. Different indicators for assessment of attitude of students were used. They included, watching Islamic TV programs, consulting books, quoting Hadith, offering Salat etc. to measure the level of interest of students towards learning Islamic concepts from different sources. So many new and interesting things were found in this study. The responses of students were measured on a Likert scale assigning the values from 5 (Strongly Agree) to 1 (Strongly Disagree). The decisions about agreement or disagreement were made on the basis of mean score between 1 to 5.

Findings:

- Respondents strongly agree to the statement about watching Islamic program on T.V. The mean score 4.28 out of 5 reflects their strong agreement.
- Mean score for the statement about consulting the Islamic books was 4.02. which shows strong agreement to the statement.
- Students quote hadith for their argument with others it was found through mean score 3.72.
- The statement about offering Salat with own interest resulted in mean score of 4.10.
- Mean score for the statement about the sufficient knowledge of Islam showed students positive response. The mean score was 3.83.
- Do you reply of questions related to Islam with correct references? The students said yes with mean score 4.17 out of 5.

1.2 Research Questions

1. Do the student consult the Islamic books to find the solution?
2. Do the student have sufficient knowledge about Islam?
3. Do the girls take interest in Islamic studies?
4. Do the student feel the spiritual satisfaction from Islamic books?

Methodology

Here we describe research design, population, sample, research instrument, procedure of data collection and data analysis. It was a descriptive research and survey method was used for data collection.

1.3 Population

There were almost 3000 female students studying in Baghdad campus in different departments at the time of this study. These 3000 students were the population of this research. Due to the large sizes of population it is difficult to test every individual in the population because it is too expensive and time-consuming. This is the reason we have to rely on sampling.

1.4 Sampling

Almost 400 students were contacted but only 200 students were ready to provide required information. The data was collected from 22 departments.

1.5 Research Tool Development

In this study, questionnaire was used for data collection. This questionnaire contained 27 statements and there had been one open ended question. It took three weeks to develop this questionnaire. The validity of questionnaire was checked by experts, after validation of questionnaire it was administered to the sample. The last one statement of the questionnaire was open ended so that respondent could write response in his or her own words. Two hundred copies of the questionnaire were distributed and received personally from the

to enhance the status and role of women as professionals and maximize their impact to bring qualitative improvements in education (Tirri and Quinn, 2010).

Learning of actual Islamic concepts will provide resistance to the 'Talibanization' of Pakistani society, which promotes the wrong version of Islam highly detrimental to women's rights in Pakistan. It can be done by propagating the liberal view of Islam as the underlying foundation of values and beliefs, and developing a code of conduct as well an action plan to safeguard women's rights in higher education.

Inequities built in the system favors the rich and makes it difficult for the poor to break the barriers of class. All these factors had negative effect on students attitude towards learning Islam and especially the fundamental Islamic concepts which are even necessary to become a Muslim or to remain a Muslim. There is a dire need to investigate and suggest innovative ways of learning too (Ali, 2011).

Earlier studies suggest further studies in Pakistan. So it was felt necessary to investigate about the attitude of students at higher education level. This study aimed at attitude of female students of Southern Punjab to know about their attitude towards learning Islamic concepts.

1.1 Objectives of Study

Following were the objectives of the study:

1. To study the interest of female student of IUB in Islamiyat.
2. To find out the level of interest of students to find the solution of their problems according to Islam.
3. To analyze the effect of Islamic books on the Islamic practices among female students of IUB.

Southern Punjab is considered most promising area for practicing and learning Islamic concepts in Pakistan. It is believed that female students are keener for learning than male students. Hence this study aims to see the attitude of female students of southern Punjab towards learning some basic Islamic concepts (Quran Reading, 2009).

In the books taught in Pakistani schools there are chapters about basic values and concepts according to Islam. These lessons contain material about tolerance, forgiveness, patience, honesty, piety, chastity, enlightenment and service to humanity. The students may learn simplicity, love for the country and countrymen and punctuality from these lessons too. Truth, dignity of labor, equality, and Islamic brotherhood, are also included in these lessons. Discipline, respect for law, national unity, mutual co-existence, commitment to vows, 'halal' earnings, and purity in the light of Islamic teachings are considered basic concepts in Islam. All these concepts have to be taught through qualified teachers. The education policies of Pakistan commit to provide these contents and teachers. But the decision to learn is still in the hands of the learner. The findings of various studies on women and higher education suggest that there is a gap between policy provisions and learners' motivation to learn these concepts. Hence many suggestions come to develop special curriculum emphasizing on motivation for learning Islamic concepts. The education policies focus on the rights and duties of students, teachers, parents, relatives, friends, elders, companions, children, women, widows, orphans, patients, handicapped persons, travelers, guests and non-Muslims (Ministry of Education, 2013).

Many studies suggest that teachers, researchers and Islamic scholars should focus on provision of basic information through media and especially through electronic media. Scholars should make a policy for gender education reforms

Obligatory and Optional. Obligatory knowledge is explained as the knowledge without this knowledge fundamental duties of Islam cannot be performed correctly. For example, knowledge about Allah, Prophet, Tauheed, Salat, Saum etc. cannot be understood without basic knowledge of Islam. So this knowledge is mandatory to all Muslims. Semi-obligatory knowledge is necessary for at least a group of people in a society. Without this knowledge society cannot function properly. This knowledge includes religious as well as worldly knowledge, for example, “Mufti” (a religious counselor), doctors, engineers, lawyers and teachers etc. are the need of any society so knowledge required for these duties is semi obligatory for Muslims. Third category is optional. It includes all types of knowledge which is not forbidden in Islam. Everyone can get this knowledge according his/her own interest and taste (Rashid, 2009).

Attitude of a person is developed through different motives behind it. Russel (1971) found four very important motives for attitude formation. These are Utilitarian, Value, Ego, and Knowledge. The utilitarian value defines the personals needs of survival in a particular setting. Value orientation drives a person to show his/her worth to other people around him/her. Ego is a self-defense mechanism; it describes personal satisfaction from the environment around. Knowledge seeking is a natural desire to live comfortably. All four bases contribute in construction of attitude of a person. So whatever the bases for attitude development for a person may be; they come under the umbrella of Islam. Islam is often seen as a radical or extreme religion, but Muslims consider Islam as a middle road. Muslims do not live life without practicing Islam. But they do not neglect the world. True Muslims live a balanced life by fulfilling the obligations of and enjoying this life. Hence it depends upon the attitude of a person to seek a specific type of knowledge.

Attitude of Female Students towards Learning Islamic Concepts in Southern Punjab

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Abstract

Current study aimed to know the attitude of female students towards learning Islamic concepts. Female students of Bahawalpur were the population of this study. Two hundred students of the Islamia University of Bahawalpur were selected as sample for this study. Data was collected through a questionnaire analyzed through SPSS and interpreted on the basis of mean scores. It was found that female students of The Islamia University of Bahawalpur have positive attitude towards learning Islamic concepts. It was recommended that universities should provide access to the students to authentic electronic resources for learning authentic Islamic concepts so that we may be able to establish a longer lasting peace and harmony in the Pakistani as well as global society.

Key Words: Attitude, Islamic concepts, Female students

Introduction

According to Islam, it is fundamental duty of Muslims to get education. There is no exception in this duty. Muslims whether male or female, have to learn some knowledge. There is classification of knowledge in Islam. A renowned Muslim scholar Imam Ghazali divided knowledge into Obligatory, Semi

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