A Compatative Study of Behavior Pattern: Boys of Secondary Schools Level and Boys of Madressas in Karachi

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Abstract

The purpose of this study was to match the designed aims and objectives of secondary schools and madressas and their expected outcomes in shape of passing out students and to find out whether these institutes are successful in achieving their set targets or not. For the purpose, in first phase the heads of secondary schools and Madressas 10 each were interviewed to get information about the aims and objectives of their education system and in the second phase the 250 randomly selected educated people belonging different walks of life were interviewed with the purpose to verify the expected learning outcomes of the both types of institutes. It is calculated from the collected data that madressas are successful in achieving their set goals rather than the secondary schools in Karachi, therefore it recommended that critiques should give due consideration to positive outcomes generated by the madressas, and if they criticize that their students have intolerance then it is quite natural for human beings/living beings that they do not tolerate when someone does something against their liking or disliking therefore while talking/commenting about Islam they should consider their words and ideas more human psychology.

Key Words:Behavior, Schools, Madressas

Introduction

The history of sub-continent speaks that the Muslims ruled over this areas for centuries, when British took the control from the Muslim, then the Hindus who worked under Muslims for years started preparing conspiracy against the Muslims and tried to leave them behind by use all means. They did not let British government to do any kind of development in those areas where Muslims were in majority. Especially in case of education, educational institutes were not established in those areas where the Muslims were in majority; as a result Muslims started establishing educational institutes which called 'Madressas', these institutes were supposed to give only religious education to those who come and enrolled themselves in those institutes. The first madressah established under the tautology of Prophet (PBUH) was built on the land of HazratZaid and it was named as 'Safa'. Later, when Muslims migrated to the city of Medina the same madressah was reestablished with HazratUbada bin Samit being appointed as the teacher. The location of this institution was kept on the eastern side of Masjid Nabawi. The Quran and Hadith were taught there along with other worldly teachings like first aid, horse riding, art of war, etc. Muslims all over the world have always remained inspired by such tradition and have kept it alive till the day. The madressas in Pakistan are working on the same grounds and have same curriculum or aims and objectives like early madressa.

During British rules formal educational institutes were established to given modern or latest education to the people of Sub-continent. Few of the Muslim leaders like Sir Syed Ahmed Khan advised Muslims to get English/modern/science education if they want to compete with the rest of the world. With the passage of time Muslims understood the importance of the science/modern education and started enrolling their children in modern schools providing science education.

After establishment of Pakistan there were two types of institutes providing education to the children of Pakistan i.e. madressas and schools providing modern/science/English education to their students. In 1972 government of Pakistan nationalized all the educational institutes to bring them in streamline but later some educationists/scholars who were having disagreement with the

government policies or who were not satisfied by the working of all the institutes which were working under government, established their institutes and as a result now in Pakistan three types institutes are working and following different types of curriculums i.e. schools working under supervision of provincial/federal government, madressas and schools providing English medium education affiliated with Cambridge or other external systems.

Federal and provincial governments in Pakistan are responsible to control and look after educational matters. The central government always tries to finance, accredit and develop education. It is obligatory for any elected government to ensure the free access and acquisition of education to the children aged between 5 and 16.

The education system in Pakistan is generally divided into five levels: Primary (Grades 1-5); middle (Grade 6-8); high (Grade 9-10); intermediate (Grades 11-12) and university programs which lead to undergraduate and graduate degrees.

Curriculum of secondary level (Grade 9-10) institutes working under provincial governments usually includes a combination of eight courses including electives (English, Urdu, Islamic Studies, Pakistan Studies, Mathematics, Biology, Chemistry, Computer, and Physics). Most of secondary school does not provide hostel facility to their students; they use to stay in the school for five to six hours, the teachers recruited to teachers hold graduation degree in science or humanity and also hold degree in education i.e. B.Ed. or M.Ed. All secondary schools workunder supervision of district directorate of education and send their students for external examinations which are conducted by board of examination which is established by the provincial governments in all districts. The students who appear in the board examination are awarded secondary school certificate, which helps them in getting further educationor they could apply for job after getting further professional certificate.

While on the other hand curriculum of religious institutes called madrassas for same level includes interpretation of the Holy Quran, thousands of sayings of the Prophet Muhammad (PBUH)}, rules of hadith, Islamic law, branches of Arabic grammar, Arabic language, jurisprudence, Islamic Finance, logic, philosophy, Arabic literature, eloquence, till graduation.

The students enrolled with madressas stay in the hostel working under the same administration, religious scholars used to work as a teacher over there, the students who get madressa education later on also go for formal education but presently modern madressas have planned to provide higher education to their enrolled students.

In one of the Surahs, Alaq, it is emphasized to read and it is called the divine duty. Prophet (PBUH) has also asked God to increase His knowledge. The purpose of sending prophets to the world has been outlined as to teach the humankind which alone is enough to stress the importance of education in Islam. It is also said that only those possess knowledge will be afraid of God (2:197). Time and again, it is asked of Muslims to be wise, to ponder and to think. Even the sweat of an intellectual has been called superior than the blood of martyr by Prophet (PBUH) who has made it obligatory for all Muslims to attain knowledge no matter what gender and no matter from where. Even the prisoners of war were assigned the duty to educate and literate Muslims. Hazrat Ali has also highlighted the importance of knowledge saying the one who can infer knowledge will be able to cognize God.

Statement of the Problem

It has been highlighted by number of newspapers and research journals that madressas are responsible for present state of Pakistan where no one is save and nobody knows whether he will be able to go back home again to meet the family members or not. Siddiqa (2012) says that the ideology propagated in madressas is infused not just in the minds of students but their families too. These institutions have remained notorious of spreading hatred and sectarian violence among the citizens, and they have also been accused of telling monolithic view of the society which does not have any space for alternative possibilities of reality.

> "The US Treasury on Tuesday set economic sanctions on a Pakistani madressa (Islamic school) it branded a "terrorist training center" supporting Al Qeada and the Taliban." (Dawn, 2013)

This was the situation which made the researcher to conduct this research to find the reality about madressa's teaching, and to find whether a madressa teaches hatred for others or making its learners "terrorist". If we see other educational institutes in Pakistan we find students' involvement in such law-breaking activities which could be

counted as terrorist activities. Therefore the researcher decided to conduct comparative research to calculate the difference in character of those who got education from any of the two institutes.

Research Questions

Following research questions were raised to solve the problem:

What are objectives of the both types of institutes?

What do they teach to their students?

Are the developed personalities different from each other?

What are general characteristics of the students of both institutes which are making them different from eachothers?

Methodology

Mixed approach was used during this research study, both qualitative and quantitative methods were used to collect data from the respondents. The research was based upon descriptive study because it describes the objectives of teaching of the institutes, their teaching material, methodology, outcomes in shape of students developed personalities, which help in differentiating each of them.

Procedure

The study was conducted in Karachi. The data was collected in two phases. In the first phase20 heads, 10 each belonging to secondary schools and madessas were interviewed by using a questionnaire consisting 01 closed-ended and 06 open-ended questions and in the second phase 250 randomly selected educated people belonging to different walks of life were interviewed by using 02 open-ended questions.

Phase-I

In the first phase data was collected from the heads of the secondary level educational institutes and madressa, the purpose was to get information about teaching objectives, the subjects they teach, their level of satisfaction they get at the end when their students finish their education from their institutes. The heads were interviewed by posing the designed questions. The responses of the heads are as under:

Heads of Secondary Schools

In response to the first asked question, which was about the aims and objectives of the education, they are giving to their students in the institutes. The heads responded that the purpose of their institute is to make their students useful citizen, making them able to adjust themselves in the society, making them able to distinguish between right and wrong, showing them path for a successful life, providing them opportunity to polish their hidden talents, providing them chance to see the modern world or to provide them modern knowledge.

In response to the second asked question, the responded informed that their institute in first part of secondary school certificate offers subjects like English, Urdu, and Pakistan Studies as compulsory subjects to all students who want to do SSC whether in Science or Art but in second part Chemistry, Biology/or Computer Education and variety of subjects are taught to the students who take science subjects.

In response to the third asked question, the heads responded that they arrange professional development programs for their teachers to make them up-dated about the changes happening in the world of education. They also said that it is little difficult to bring a rapid change in the way of teaching because of the many reasons as our teachers are using traditional approaches for teaching for the last many years and they have become habitual, moreover we do not have resources to up-dated our classroom with latest teaching aids.

In response to the fourth asked question, the heads responded that as the purpose of their educational institutes to provide their students formal education or the modern knowledge so that they can go and serve different institutions using the modern knowledge and there is an external body which is responsible to measure the learning outcomes. They showed satisfaction in case of the learning outcomes but when they were particularly asked that are they satisfied by behavioral changes happening in personality of their students then most of the respondents were unable to give adefinitely response or could say with confidence, which indicated that they are unable achieve their target or desired outcomes.

In response to the fifth asked question, most of the respondents were not sure but few were having high level of satisfaction and said that their students are the role model for the students of other institutes.

In response to the sixth asked question, almost all respondents said that at secondary level they get their students be evaluated by the external body/board of examinations.

In response to the last asked question, the respondents showed their highest level of satisfaction and said that as per the efforts of teaching faculty and of their students they are quite satisfied.

Heads of Madressas

In response to the first asked question, the heads responded that primary objective of their institutes is to make their students religious scholars and to bring change in their behavior as per the teaching of Islam and giving them formal modern education is the secondary purpose of their institutes.

In response to the second question, regardless of their sectarian orientations, all the Sunni schools of thought unanimously follow the DarseNizami which is categorized into the subjects of science, rationality, rhetoric, logic, grammar, philosophy, literature, theology, and so on and so forth. Majority of the subjects are secular in nature and deal with the worldly matters and only a handful of subjects are purely religious in their essence.

In response to the third asked question, they responded that they follow the traditional methods of teaching which are tested and used by the religious scholars during recent and far past. They have also included modern technology in teaching and learning process but they do not want to leave the old approach of teaching.

In response to the fourth, fifth and seventhasked questions they showed their highest level of satisfaction and they used (الله) "Alhamdulillah" means thanks to God, they are very much successful in achieving their targets by the grace of Allah.

In response to the sixth asked question the respondents informed that they are having their internal examination system which is used to measure the learning outcomes of the students.

Phase-II

In the second phase data was collected from the randomly selected education peoples, their highest level of education were matriculation. They were asked only two open-ended questions. Their

responses to the asked questions are labeled and grouped below by using phenomenological research method:

In responses to the first question they responded

The students of general secondary school mostly wear western style dresses, if not then at least have fashionable look, adapt changing styles of dressing, moreover modern hair style.

While on the other hand, the students of madressas can easily be distinguished from the rest of people moving around as they are having very simple dresses, cover their heads with particular type of cap or turban, or having simple hair cut, moreover covering their face with a particular type of beard which reflects their belongingness and making them different from others.

The responses of the people were labeled and are given as under in the table below:

S. No.	Personality Traits	G Secondary School Students	Madressa's Students
1.	Dressing	Fashionable/Western Dress	Simple Pakistani/Local
2.	General Look	Fashionable	Simplicity
3.	Adaptability	Changing as per time	Traditional attitude
4.	Hair Cut	Modern/New or changing style	Simple/sometimes balled
5.	Covering Head	Nothing/ Sometimes P-Cap	Particular Cap/Turban

In responses to the second question which was about the behavioral difference present in secondary school students and the students of madressas, they responded:

The students of secondary school mostly have rude way of talking, walk in such way to show others that they are something, it has been observed that most of the secondary school students use abusive language when they are talking with each other in their everyday routine life, they react in particular situation in a funny way or sometimes irritate other people and do not consider the mood of the others.

While on the other hands, they said that they talk in a very polite way, their way of walking is very simple, they do not show any kind of the rudeness or proud feelings, they are very choosy in selecting a word while talking, sometimes their use of words reflects that they are the students of madressas, in particular situation their reactions show that they are faithful, and caring, in case of emotions they are found more stable in emotion than the students of secondary school but in case of religion they reaction is domineering because they feel that they know religion better than others. The responses of the respondents were labeled and are listed in the table given below:

S. No.	Behavioral Traits	Secondary School Students	Madressa's Students
1.	Way of talking	Moody, rude, spiteful, impulsive	Polite, docile,
2.	Way walking	Proud fashioned	Simple way walking
3.	Use of words	Slang/abusive words, deceitful,	Careful,
4.	Reaction in particular situation	Funny, irritating, manic,	Faithful, Kind, Pleasant, Polite, Caring
5.	Emotional state	Excitable, Unstable	Stable, domineering,

Discussion and Conclusions

It is concluded from the collected data,the aim of secondary schools is to make their students useful citizens but most of them are not sure about their achievement whether they are successful in achieving the desired goal or not, while on the other hands if we talk about the objectives of madressas education they want to make their students religious scholars or to make them to spend their lives as per the teaching of Islam and they were very confident that they achieve their set targets and successfully by making their students religious scholars.

In the second phase data was collected from the general public who were randomly selected and the purpose was just to verify the responses of the heads of these two different categories of institutes. The responses of randomly selected people reflect and verifies the comments or responses of the heads and are discussed as under:

When we compare the words used by randomly selected respondents, they expressed the personality traits of the two types of students belonging to different types of institutes giving education to their learners with different aims and objectives.

The look of secondary school students is fashionable while on the other hand madressa school students reflect simplicitybecause of their dressing.

When we compare both of the students then we find that madressa students are traditional or they follow the particular old pattern of living they do not change themselves as per the changing time, some people may take it that they have rigidity and they have fixed themselves and do not want to change.But if we talk about madressa students they are taught to adjust themselves in all circumstances but not to leave their traditions that are the reason they have traditional attitude but have ability to adjust themselves as per the circumstances. But on the other hands the secondary school students they change the ways of living or dressing as per the changing times but are not able to adjust themselves as per circumstances. If we analysis then we find the reality that the adjustability to all kinds of circumstances is more important than to changing themselves as per the changing fashions.

The hair cut and use of particular cap or turban giving them distinguished personality or look in the society. Although individuality is not appreciated by numbers of people but those nations who forget their traditions and culture or norms are not able to keep them alive in the world. If we other nations (European) which are considered the advance nations love they their traditions and culture, they want to keep their individuality alive.

When we compare the words used by randomly selected to express the behavioral traits of the two types of students belonging to different types of institutes giving education to their learners with different aims and objectives.

The words used by the respondents differentiate the personalities of the two categories of the students, according to them the way of talking of madressa students is quite polite and docile while the students of secondary school talk in a rude manner or they are found moody. In society generally polite people are more appreciated than the rude one, it means that madresas are successful in achieving their

objectives and making their students quite useful citizens as polite people will be more helpful rather than the rude one.

The collected data reflects that madressa students are quite choosy in selecting and using words in their routine life, they use some particular words which are suggested by their teachers or in the Holy Quran. While the respondents said the students of secondary school they use abusive language in their daily life. If we see civilized nations we find that mostly well mannered people are liked by the people which indicates that again in this case the madressas are successful in achieving their aims and objectives.

The respondents indicated that madresas students are quite cooperative in particular situations, they also show faithfulness with their institutes while on the other hand the attitude of the other students is quite manic or funny they sometimes do not care or show any sympathies for the institute from where they have got education. It is human psychology that attitude like madressa students is always expected, liked and appreciated all over the world.

The collected data reflects that the students of madresas are more stable in emotions than the students of secondary school. It reflects that madresas are successful in achieving their goals. The students of madressas are just unable to control their emotions when someone talks about their faith in wrong way. This is of course natural response when someone will use bad words then surely other will react in aggressive fashion.

Recommendations

On the bases of collected data it is recommended that

The critiques should consider the positive outcomes of madressas i.e. character building of the students.

If others have complain regarding the emotional response or attitude of the madressa students in a particular situation when they show zero percent tolerance then at that time they should consider their words or statement which they used to comment on the belief of someone specially Muslims.

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Questionnaire-I

What are the aims and objectives of your education system?

What are the subjects you teach your students to achieve the desired/set objectives?

How do you teach those subjects to the students of your institutes?

What types of behavioral changes do you expect in the personality of your students?

Are you satisfied by the behavioral changes happening in the personalities of your students?

How do you measure other achievements of your students? (External/Internal/)

Are you satisfied by the achievements of your students?

Questionnaire-II

How can you differentiate in the personality'soutlook of a student from a general publicsecondary school and a madressa?

What type behavioral difference do you find in the behavior of a student from the general public secondary school students and a madressa student?

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