

DIFFICULTIES IN TEACHING ISLAMIC STUDIES TO CLASS IX IN GOVERNMENT GIRLS SECONDARY SCHOOLS OF RAWALPINDI CITY

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ABSTRACT

This study was designed to find out the difficulties of teaching Islamic Studies to class IX in the government girls secondary schools of Rawalpindi city in 2003. A questionnaire consisting of 23 questions was prepared to collect data from 17 teachers of Islamic Studies in Rawalpindi city. This questionnaire had three parts based on the three parts of the textbook of Islamic Studies for class IX. Part-I "Quranic Text", part-II "Hadith-e-Nabvi and part-III consisting of eight topics of Islamic Studies. The data collected were analyzed and it revealed that the teachers had some difficulties in teaching of Islamic Studies to class IX. These difficulties were about teaching Nazira with Qiraat, teaching of translation and description of the Quranic text and Hadith-e-Nabvi. These difficulties were not faced by only a few teachers who were neither M.A Islamiyat nor they had the degree of "Shahadul-Aalimiya". Most of the teachers, who were qualified, did not feel any difficulty in the teaching of the subject. It was recommended that the teachers who are academically and professionally qualified may be appointed to teach Islamic Studies in the schools. Moreover, the teachers may also be provided in-service training in order to improve their teaching skills. Teaching guides may also be provided during in-service training in order to improve the teaching skills of the teachers of Islamic Studies.

Keywords: Islamic studies, secondary school education, teachers training

INTRODUCTION

"Islamic Studies" is a compulsory subject in the scheme of studies for classes IX and X. The teachers feel difficulties in the teaching of this subject especially in the context of the textbook prescribed by the Textbook Board, Lahore. There is, therefore, a need to assess the difficulties faced by the teachers of Islamic Studies in the teaching of this subject. The development of appropriate skills and attitudes in the teaching of Islamic Studies is a special challenge and the teacher need to address this challenge.

The provisions of education policy on the "Islamic Studies and its Teaching".

In 1947, the following guiding principles were given:

- a. Education should be based and founded on Islamic principles and philosophy of universal brotherhood of individual, social democracy and social justice.
- b. It should be mandatory for students to learn basic and fundamental principles of their religion.
- c. Suitable integration of social, spiritual, and vocational elements in education.

According to the Report of the Commission on National Education 1959, it was emphasized that "Religious instruction should be offered as an optional subject in classes IX to X".

According to Report of the Commission on student Problem and Welfare 1965, it was recommended that religious education should be compulsory for the first eight years and it should be offered as an elective subject thereafter.

In 1969, proposals for a New Education Policy, stressed that Pakistan must aim at ideological unity. It must provide a uniform and integrated system of education, which needs to impart a common set of cultural values based on the precepts of Islam. Islamyat in its broader sense must be made a compulsory subject upto class X and optional thereafter.

According to the Education Policy 1972-80, the study of Islamyat was made compulsory for students up to class X. Steps were planned to be taken to ensure that curricula and textbooks for all stages do not contain any thing repugnant to or inconsistent with the cultural and ethic values of Islam. It was also ensured that the study of Islamyat does not remain isolated in the school curriculum but the values and spirit of Islam are woven into the entire wrap and woof of educational fabric. According to the National Education Policy, 1979, it was stressed that Islamyat would be compulsory for all streams of education up to grade X.

According to National Education Policy 1992, the following strategy for the implementation of Islamic Education was suggested as under.

- I. Schools and colleges during morning assembly and during the periods set aside for religious and moral education will emphasize character building, high moral values and social development based on the injunction of the Holy Quran and Sunnah.
- II. Quran Nazira will continue to be compulsory. However, the meanings of the verses of the Holy Quran along with its detailed commentary will be emphasized at secondary and post-secondary levels. (National Education Policy)

According to National Education Policy, 1998-2010, the policy provision was that (a) teaching of the Holy Quran with translation shall be introduced from class VI and will be completed by class XII, (b) the basic teachings of the Holy Quran shall be included in all the courses of studies and (c) curricula and textbooks of all the subjects shall be revised so as to exclude and expunge the material repugnant to Islamic values and include sufficient material on the Holy Quran and Islamic Teachings.

Keeping in view these policy provisions, the following strategy was proposed:

- a. Islamyat to be continued as a compulsory subject from class 1 to B.A/ B.Sc level and also to be continued in the professional institutions.
- b. Nazira Quran to remain internal part of Islamyat Compulsory for class 1 to VIII.
- c. Islamyat, Arabic and the Holy Quran with translation to be integrated in one subject, which is compulsory from class IX onwards
- d. Textbooks of Islamyat and Arabic to be updated.
- e. Integrated textbooks to be developed for class IX to XII.
- f. Charts on Quranic Ayat and Translation to be got printed and provided to schools.

It is clear from all these policy documents that emphasis has been given on the teaching of Islamyat as a compulsory subject in the school and college curricula in one way or the other and it has been ensured in all the policy documents that no material against the Islamic values and teachings is included in the curricula in any way.

CONTENTS OF THE CURRICULUM

Following were the contents of the curriculum of Islamic studies for class nine, as prescribed in 2003.

Part-I: The Holy Quran (Translations in Urdu)

- i. Surah "Al-Afal"
- ii. Surah "Al-Ahzab"
- iii. Surah "Almamtahina" (Ayat: 1-13)

Part-II: Hadith-t-Nabvi (SAW)

- i. Twenty selected Ahadith

Part-III: Eight Topics

- i. Quran-e-Majeed (Introductin: Hifazat + Fazail)
- ii. Obedience of the Holy Prophet Muhammad (PBUH)
- iii. Ilm is compulsory
- iv. Zakat
- v. Purification: "Tazkia"
- vi. 'Sabar' and 'Shukar'
- vii. Significance of family life
- viii. Hajj

STATEMENT OF THE PROBLEM

This research had been designed to find out the difficulties of teaching Islamic Studies to class IX in Government Girls Schools Rawalpindi City and to develop a course outline for the in-service teachers.

Following were the objectives of the study:

1. To find out the difficulties of teaching Islamic Studies to class IX in the secondary schools for girls in Rawalpindi city.
2. To assess the needs of the teachers of Islamic Studies for class IX.
3. To develop an in-service training package for the teachers of Islamic Studies for class IX.

RESEARCH METHDOLOGY

Following were the steps of the research method used for the completion of this study. population of the study were consist of all the teachers of class nine in the secondary schools for girls in Rawalpindi city. Eleven schools were taken as a random sample from the population of 18 government secondary schools for girls in Rawalpindi city. Seventeen teachers teaching Islamic Studies in these 11 schools were taken as a sample. A questionnaire was prepared keeping in view the objectives of the study. This questionnaire had three parts:

Part-I of the questionnaire consisted of 13 items asking the teachers about their difficulties in the teaching of "Al-Anfal", "Al-Ahzaab" and "Al-Momtehena". Three chapters of the Holy Quran were included in the textbook of Islamic Studies for class X. Part-II had five questions and part-III had also five questions. The data were collected by the researcher through personal visits. The data were analyzed and the findings were used to conclude the study.

FINDINGS OF THE STUDY

Following were the main findings of the study:

1. 52% of the teachers of Islamic Studies in the sample were M. A. pass, 24% were B.A/B.Sc, 18% of the teachers were Matric pass and only 6% were F.A.
2. Only 18% of the Islamic Studies teachers had a degree of Shahadul-Aalmiya.
3. 76% of the teachers of Islamic Studies had B.Ed. or M.Ed. as their professional qualification whereas 24% of the teachers had some certificate or degree from Dars-e-Nizami. No teacher reported to have ATT (Arabic Teacher Training Certificate).
4. 94% of teachers of Islamic Studies had teaching experience between 11 to 25 years.
5. Teaching of Nazra Quran with Qiraat is difficult for 36% of the teachers.
6. Teaching of the translation of Sura "Al-Anfal" and "Al-Momtehena" is difficult for 12% teachers whereas 18% of the teachers faced difficulty in teaching the translation of Sura "Al-Ahzab".
7. It is difficult for 82% of the teachers to stop the students from memorizing the translation of the text of the Holy Quran.
8. Teaching "Sarf" i.e. Arabic grammar is difficult as viewed by 82% of the teachers, whereas teaching "Nahv" is difficult for 76% teaches. However, explaining the text of the Holy Quran is difficult for only 29% teachers.
9. Questioning and answering are difficult for 18% teachers.
10. Exercise part at the lesson in the textbook is not difficult for any teacher.
11. 65% of the Islamic Studies teachers respond that the study of Arabic grammar is essential for the comprehension of the text of the Holy Quran.
12. 65% of the teachers have the opinion that the following concepts of Arabic grammar should be compulsory for the:
 - a. Singular, "tasnia" and plural
 - b. Masculine and feminine
 - c. "Muzaria"
 - d. Imperative "Amar and Nahi"
 - e. Subject and object
13. 30% of the teachers have pointed out the following places of difficulty for them.
 - a. Al-Ahzab
 - i. Difference between "Talaq" and "Zahar"
 - ii. Ayat No 20 and 60
 - b. Al-Anfal (Ayat No 42 and 44)
 - c. Al-Momtehena (Ayat No 10 and 11 and description of the migration of women during the war period.
14. The teachers proposed the following measures to remove the difficulties of the teachers.
 - a. Orientation for the teachers, especially in the teaching of Quranic text and Hadith-e-Nabvi.
 - b. Discussions of the teachers with some religious scholars on the topics included in the course.
 - c. "Tafaseer" of the Quran to be provided in the libraries for the teachers.

- d. Teacher guides to be provided to the teachers.
15. All the teachers showed their satisfaction with the curricula in 2003 and did not support any curricular revision.
 16. Six percent teachers feel difficulty in teaching “Hadith-e-Nabvi” because they have not academic and professional qualification for teaching Islamic Studies.
 17. Teaching methods used by teachers were lecture method and discussion method. All the teachers supported that the students should understand the concepts and memorize.
 18. 18% teachers point out that the students take this subject very easy. Therefore, they do not pay full attention to this subject.

CONCLUSIONS

Following were the conclusions of the study:

1. Most of the teachers of Islamic Studies were qualified. They had either a degree *Shahad-tul-Aalmiya* or they were MA in Islamic Studies. However some teachers were assigned to teach “Islamic Studies” although they had proper background for the teaching of Islamic Studies. Such teachers felt difficulty in the teaching of Islamic Studies.
2. It was found that no teacher had professional training for the teaching of this subject. No teacher had Arabic Teaching Training Certificate (ATTC).
3. One third of the teachers felt difficulty in the teaching of Quranic text with “Qiraat”. This is because such teachers had neither a degree of “*Shahad –tul-Aalmiya*” nor they were MA Islamic Studies.
4. It was found that 12 percent teachers felt difficulty in the teaching of the translation of the verses of the Holy Quran. This was because they were not the teachers of Islamic Studies.
5. Teaching of “Surf” and “Nahv” was found difficult by most of teachers, who had not proper qualification.
6. The teachers pointed out some of parts of the course, which were difficult for them. “*Al Anfal*” and “*Al Momtehena*”.
7. It was been also found that the students were careful about other subjects like “English”, “Mathematics” and “Science” and they considered “Islamic Studies” as an easy subject.

RECOMMENDATIONS

Following are the main recommendations of the study:

1. It was observed that some teachers had been assigned to teach Islamic Studies although they had no background on the content of this subject. It is therefore recommended that the principals and the heads should not assign the teaching of Islamic Studies to the teachers of other subject.
2. One of the conclusions of the study was that the teachers of Islamic Studies had no proper professional training. It is, therefore, recommended that all the teachers should be provided some special in-service training so that they may learn special methods of teaching Islamic Studies and the text of the Holy Quran and Ahadeth-e-

Nabvi. Although some of these teachers had B.Ed or M.Ed. degrees, but these teachers had no special training of teaching the content of Islamic Studies. Hence in-service training for the teachers of this subject is recommended. It is also recommended that in such in-service courses, the teachers should also be given a practice of teaching “Nazira” Quran with “Qiraat” as the teachers lack the exercise of reciting the text of the Holy Quran with the rules and regulations of the “Qiraat”.

3. It is also recommended that the teachers of other subjects may not be deputed for the teaching of Islamic Studies. Appointments of the teachers of Islamic Studies may be made against the vacant posts of the teachers of Islamic Studies.
4. It is recommended that special in –service courses for the teaching of “Surf” and “*Nahv*” may be arranged for the teachers of Islamic Studies so that they may be able to teach Arabic grammar.
5. There is a need of orientation and in-service courses of small duration wherein difficulties of the teachers in teaching some of the Ayat, can be removed through discussion. It is also recommended that the relevant books and guidebooks may be provided to the teachers of Islamic Studies so that the difficulties of the teachers are removed. Discussion and seminars with the experts are also recommended for the up-gradation of the teachers in the subject.
6. As the students take this subject as a very easy subject, it is recommended that the teachers need to teach this subject with more commitment and should emphasise not only on the knowledge part of the course but should emphasis more on the affective domain of the subject so as to inculcate in the student such manners, habits and values essential in the teaching of Islamic studies.

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