

A Comparative Study of Pedagogical Approaches of Madrassa and Secondary School Teachers Affecting Learning Outcomes in Karachi, Pakistan

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ABSTRACT

Study aims to compare the pedagogical approaches used by Madrassas and secondary schools and their learning outcomes. For the purpose a questionnaire consisting 07 closed-ended and 05 open-ended questions was served to the teachers of the selected institutes 50 each. It is found from the collected data that both the types of institutes are using same approach but in case of maintaining discipline madrassa teachers are applying the instruction given in the Holy Quran or by the Holy Prophet (PBUH), therefore they are more satisfied and successful in case of required learning outcomes. It is recommended that if we want to see our coming generation successful, and obedient, we should not ignore/leave the teaching of the Holy Quran and of the Holy Prophet (PBUH).

Keywords:Karachi, Madrassas, Secondary School, Learning outcomes, teachers.

Introduction

In its broadest sagacity, instruction is a job that assists education. Teaching is the dedicated function of information, expertise and characteristics planned to supply sole service to convene the learning requirements of the person and of civilization. School decides what and how to teach. Drastic measures are required for change. The past decade witnessed a great number of changes in the teaching profession. Numbers increased, qualifications improved, and there was a trend toward the laicization of the profession. Teachers now enjoy security, salaries, fringe benefits, rights of consultation and working conditions that were only dreamed by their predecessors in the fifties. Yet there remains a deepening malaise in the profession.

Berry (2010) writes Technology is full of impact. It also affects pedagogy. Good teachers are conscious of cultural and linguistic variety. Hybrid cultures within class also exist(Carter,2005). Effective teachers exploit the existing resources in culture and student's competence in class. They treat class as community. This opens ever –new vistas of communication and understanding (Stephens &Schaben, 2002). Cultural diversity inculcation leads to flexible and harmonic ways of communication. Reward system should also be introduced in order to ensure increased performance. Better ties between students and teacher field good results.

The first in the Holy Quran that was revealed on the Prophet Muhammad (PBUH) was:

Proclaim! (Or read): in the name of thy Lord and Cherisher, who created man out of a (mere) clot of congealed blood. (Qur'an: S.96)

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Education has always been a major concern for Muslims, eager to obey their Prophet (PBUH) command:

Seek knowledge even if it is in China

Muslim contribution to knowledge and education is not unknown to anyone. Islamic education has touched important themes. Since Muslims civilization has religion as a unifying factor, it is naturally based on the Quran and the traditions (*Hadith*). Islam emphasizes the importance of education. The system of education is medieval and religious. Drilling and memorization methods were rampant. The same was true for the qur'anic education. (Ahmed, 1989). The teaching methods followed by the Muslims teachers in past and present can be discussed under the following points:

1. In order to align child's behavior with Islamic teaching, method of preaching in devised. (Ahmed, 1989).
2. The repetition process is recommended to promote memorization and understanding. (An-Nahlawi, 1979).
3. Another effective method used by the Muslims teachers/scholars to teach is the narrative style. This consists in telling a story, thus making long-lasting intellectual impressions on the listener by the liveliness, the conclusion and the message of the narrative. The Holy Quran uses this method, stories include psychological evidence of the power and comprehensiveness of Islam (Ulwan, 1994)
4. Medieval Muslim teachers were using another method to teach was dialogue. This is a conversation with pupils, during which questions were asked for the purpose to draw their attention and trigger their intellect. And indeed Abu Hanifa used to teach by propounding questions and discussing them in his shop (Ahmed, 1989).
5. A parable is a kind of metaphor, like the use of 'donkey' to symbolize a trivial and disgusting creature which carries huge tomes (heavy books) on the back but does not understand them. This has been used in the Holy Quran where it stands for people who falsify the signs of God.
6. Teaching by method of application affects the soul and confirms knowledge. Activities and practices are reciprocal and strongly connected with each other. Ahmed (1979) quotes Abu Hanif, the purpose of learning is to act by it, while the purpose of action is the abandoning of perishable for that which lasts forever.
7. A further method of teaching is dictation method, it consist in bringing up the child to have noble traits and morals. This is stressed in more than one Hadith, it is better for someone to educate his son than to give a measure of charity. The best thing that a father can give his son is good manners. Teach your children and family goodness and give them good manners (At-Tabrizi, 1990).
8. A child should have in his class those children whose manners are good and whose habits are satisfactory, since the child who listens to his friend is affected by him and feels fine with him. Al-Gazali's chief remedy however was: keeping of boys away from evil companions (Totah, 1926)

Statement of the Problem

If we meet a layman and talk about the teachers in Pakistan, particularly about teachers of Islamic Education we get remarks against their teaching methodology. People comment that they are using obsolete teaching approaches of far past to teach the youth of contemporary era of technology.

Research Questions

Following research questions were raised to solve the problem:

1. What are the contemporary pedagogical approaches?
2. Are the teachers of madrassas and secondary schools adopting contemporary pedagogical approaches?

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 difference in the teaching methods used teachers in by madrassas and secondary schools.

Population is the group to which a research would like the results of the study to be generalized. A defined population has at least one characteristic that differentiates it from other groups. The population that the researcher would ideally like to generalize results in referred to as the target population: the population that the research realistically selects from, is referred to as the accessible or available population. There are two types of criteria used to differentiate the population.

Sample Size

Hundred (50 each) randomly selected teachers teaching in madrassas and secondary schools.

Procedure

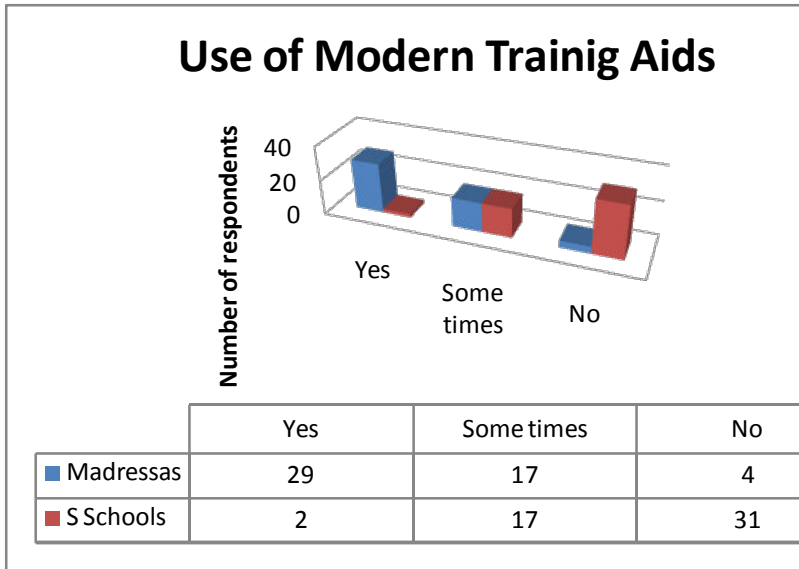
The study was conducted in two towns of Karachi i.e. Jamshad and Shah Faisal Town. A questionnaire consisting 07 closed-ended and 05 open-ended questions was 100 randomly selected teachers 50 each teaching in madrassas and secondary schools of Karachi.

Items Analysis

In response to the first asked question the teachers belonging to both types of institutes used the following words, lecture, discussion, presentation, group-discussion etc. One of the statements used by the madrassas teacher and secondary school teachers was “we make our students to read the text in the book, and at the same time we explain that text which we feel could be difficult for the students to understand.” A teacher from secondary school said that in our schools we do not have facility of modern teaching aids we want/wish to give training or knowledge to our students by using such latest things but these are not available to us, therefore we use old things which are available to us.”

The responses of the participants about the second question are as under

S. No.	Responses	Madrassas' participants	Secondary School Pa
1.	Yes	13 (13/50*100)= 26%	18(18/50*100)=
2.	Sometimes	29(29/50*100)=58%	23(23/50*100)=
3.	No	8(8/50*100)=16%	9(9/50*100)= 1
Total		50	50



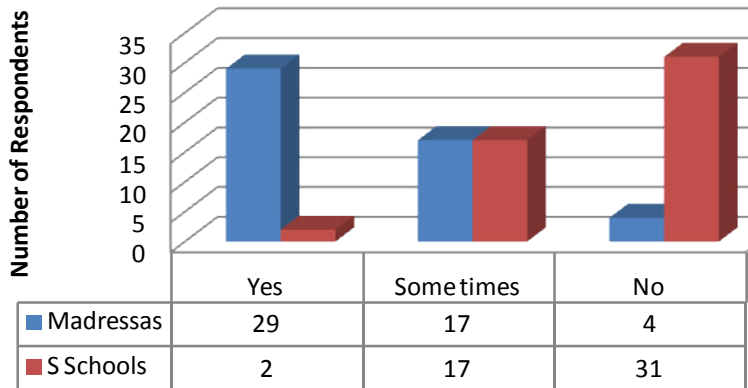
In response to the third asked question, the participants were h following words to answer the question i.e. black-board, charts, and were having word OHP.

Those respondents who chose the option ‘no’ to the third asked que were asked to give the reason for not using the training aids in question. There were 08 from Madrassas and 09 from secondary scho are 16% and 18% of the over sample respectively. They used the stat such training aids are not available in our institutions because of tl funding.

In response to the fifth asked question the collected data is as under:

S. No.	Responses	Madrassas' participants	Secondary School Pa
1.	Yes	33 (33/50*100)= 66%	15(15/50*100)=
2.	Sometimes	12(12/50*100)=24%	23(23/50*100)=
3.	No	5(5/50*100)=10%	12(12/50*100)=
Total		50	50

Students Belonging to Different Cultures



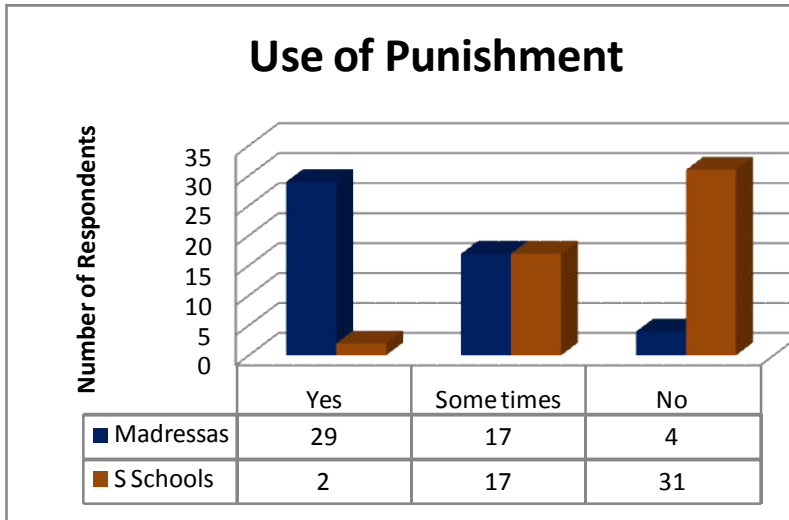
In response to the sixth asked question, the argued as Karachi is a city where people living to different areas of Pakistan reside therefore; there are many chances of having students belonging to diverse cultures. Both types of respondents said that it is the moral duty of the teacher as well as the institute administration to maintain such environment where everyone finds no discrimination, furthermore they said that it is the era of competition where you get more popularity and more business where you provide latest knowledge as well as fair environment.

In response to the seventh asked question the madrassas respondents said that discipline is the prime focus in their institute because without it it is not possible to impart knowledge to the students by the teachers and to expect the desired outcomes. Therefore the purpose is to follow the rules defined in the Holy Quran and practiced by the last Prophet Muhammad (PBUH), in case if they find that their students are going out of their control then sometime they use punishment to bring their students up to the required standards which are expected to be reflected in their behavior. This is the reason that you find madrassas students different from the rest of the people moreover we teach our students in such a way that they take the teaching very deeply and adopt it in their life.

While on the other hand the respondents from secondary school argued that they try to keep discipline in their classes and want to make them to learn but if a lot of the students are not in their control it is quite difficult for them to handle them. Students, they also complain about the interference of political parties when they try to take disciplinary action against such students whose marks do not up to required mark then they find pressure from the local politicians who are always favorable to the students instead of the faculty. As a result they are unable to develop the expected behavioral outcomes.

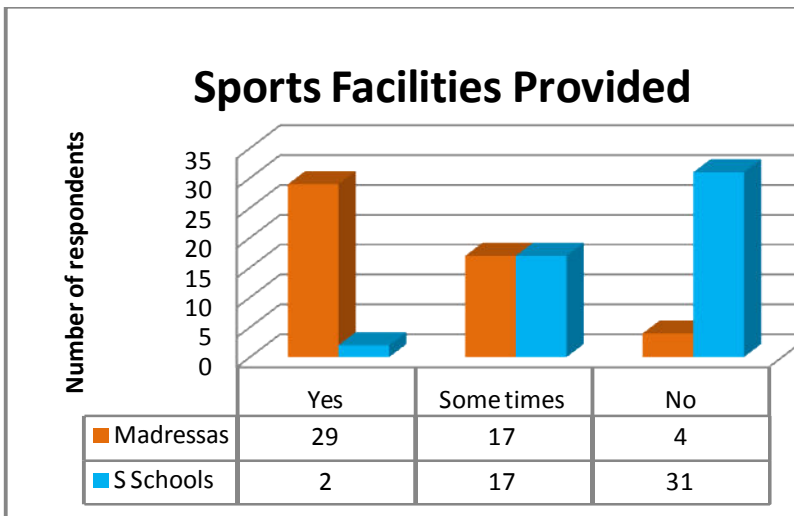
The responses of the respondents about the eighth asked question are given in the table and graph given below:

S. No.	Responses	Madrassas' participants	Secondary School Par
1.	Yes	29 (29/50*100)= 58%	2(2/50*100)= 4%
2.	Sometimes	17(17/50*100)=34%	17(17/50*100)=34%
3.	No	4(4/50*100)=8%	31(31/50*100)=62%
Total		50	50



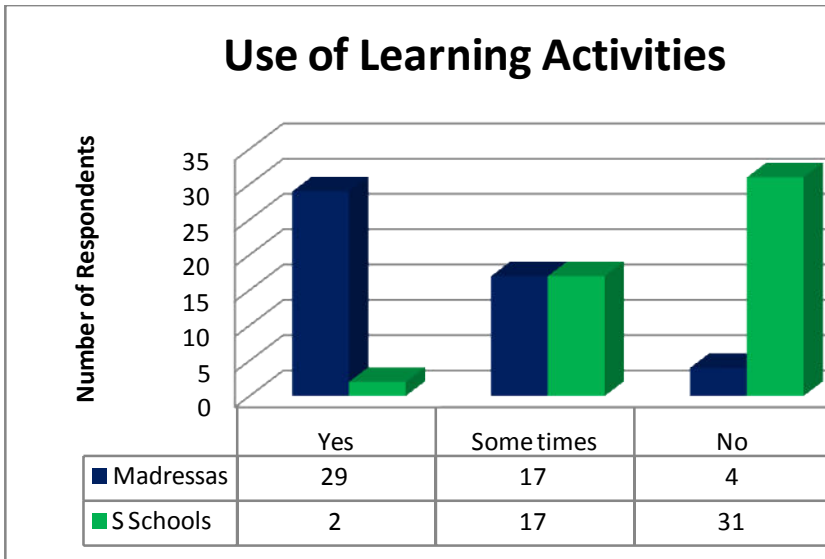
The responses of the respondents about the ninth asked question are shown in the table and graph below:

S. No.	Responses	Madrassas' participants	Secondary School Par
1.	Yes	37 (37/50*100)= 74%	26(26/50*100)= 52%
2.	Sometimes	13(13/50*100)=26%	11(11/50*100)=22%
3.	No	0(0/50*100)=0%	13(13/50*100)=26%
Total		50	50



The responses of the participants about the tenth asked question are given below:

S. No.	Responses	Madressas' participants	Secondary School Participants
1.	Yes	29 (29/50*100)=56%	31(31/50*100)=62%
2.	Sometimes	17(17/50*100)=26%	13(13/50*100)=26%
3.	No	4(4/50*100)=18%	6(6/50*100)=12%
Total		50	50



Discussion and Conclusion

If critically analyze the responses of the respondents belonging to both institutions we find no difference in their teaching approach. Approaches of teachers about use of modern training aids is almost the same. The both types of institutions are unable to use modern training facilities because of the limited funds availability, but they use those teaching aids which are available to them which are in their reach. The same percent of the respondents are unable to use modern training aids because they are not available to them. Students belonging to diverse culture are enrolled in the both types of the institutes and they try to maintain such environment which is feasible for all and they do not feel any kind of discrimination while getting education in their institution.

But in case of maintaining discipline in the institutes it is difficult for the school teachers but teachers of madressas are very successful in keeping a disciplined environment, as they follow the rules described in the Holy Quran or the actions taken by the Prophet Muhammad (PBUH). In order to maintain discipline in their institutes madressas teachers (58%) said that they punish their students if they do not follow the rules of the institutions while 62% of the secondary school responded that they do not or unable to give punishment to their students if they misbehave or not follow the given instructions. Consequently, very

results of the both types of institutes, madrassas students are observed more obedient than the secondary school students. Both types of the respondents try to provide sports facilities to their students, those who do not provide basically they do not have facilities in their institutes but they are in favor of providing games and sports facilities to their students. Both types of the respondents responded that they use different teaching activities in teaching and learning process.

Recommendations

On the bases of the findings from the collected responses, it is recommended that we should provide modern facilities to our students, should use modern training aids for teaching and learning but if we want make our future generation disciplined and obedient then we should follow the teaching of Almighty given in the Holy Quran and the teaching of the Holy Prophet (PBUH) and if we will not follow these teaching then we will have the same results as westerns have in their countries.

QUESTIONNAIRE

1. Which method of teaching, do you use to teaching your students?
2. Do you use modern teaching aids in your classroom? (Y/N)
3. If 'yes' then what are the training aids you use while teaching your classes?
4. If no then what are the reasons behind for not it?
5. Do you have students belonging to different cultures? (Y/N)
6. How do you maintain equality in your class for students belonging to different cultures?
7. How do you maintain discipline in your classes?
8. Do you use punishment to make your students disciplined? (Y/N)
9. Do you have sports facilities for your students? (Y/N)
10. Do you arrange activities in the classes or institute for better learning of your students? (Y/N)

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