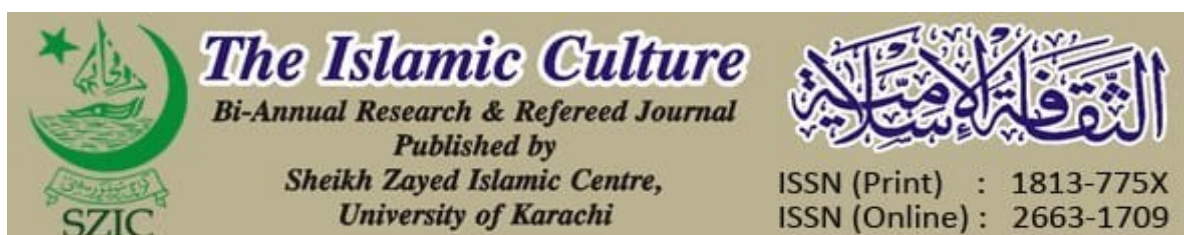


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IMPACT OF THE SUBJECT OF ISLAMIAT ON MORAL DEVELOPMENT OF PRIMARY STUDENTS: A CASE STUDY COMPARING PUBLIC AND PRIVATE SCHOOL

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Abstract

We are living in an Islamic country and in Islam education is mandatory for all Muslims. Islamiyat is compulsory subject for students in Pakistan. Students are supposed to practice this subject in their daily life. The subject of Islamiyat should develop a positive impact on student's moral development. To know which of the students in private and public school is having a more positive impact of the subject of Islamiyat, the researcher chose the topic "Impact of the subject of Islamiyat on the Moral Development of primary students". The main objectives of this study were; to compare the impact of the subject of Islamiyat on the moral development of primary level students in public and private schools and finding out how much primary level students practice on it in their daily life. A sample of eighty students was drawn by using simple random sampling technique and teachers from two selected public and private schools. The data were collected by using three point liker scale questionnaire with twenty two items from students and three point liker scale questionnaire with five items from teachers. Descriptive statistics is used to analyze the data. This Research found that the subject of Islamiyat has a more positive impact on private school student's moral development as compare to public school students and conclude that the subject of Islamiyat performs an important role on student's moral development. It suggested that teachers and parents focus on the moral development of students. The moral development develops at an early age. Students become a better human being and play a positive role in society if they pick up impact of studying Islamiyat. In public schools, particular attention should be given for the moral development of students.

Keywords: *Pakistan, Education, Islamiyat, Moral Development, Primary Students*

1. Introduction

Pakistan is an Islamic country. Muslims acquired this country in the name of Islam so that they could live their lives according to the teachings of Islam. In Islam "Education" is mandatory for all Muslims. Islamic teachings are helpful in the understanding of Islam and pursuing Islamic life and the study of

Islam will boost up their character building and their love for the entire humanity (Mahboob & Rameez, 2018).

The importance of education in Islam can be gauge from the first verse of the Holy Quran: “Read! In the Name of your Lord, Who has created (every thing). He created man from a clot of blood. Read, and your Lord is the most gracious. Who imparted knowledge by means of the pen. He taught men what did he did not know.” (Quran 96:1)

In Surah Zumar, Allah Almighty said

"Are those who have knowledge equal to those who do not have knowledge?!"(Quran 39:9)

Similarly, the hadiths also highlight the importance of knowledge. It was narrated from Anas bin Malik that Prophet Muhammad (P.B.U.H) said:

"Seeking Knowledge is an obligation upon every Muslim, and he who imparts knowledge to those who do not deserve it, is like one who puts a necklace of jewels, pearls and gold around the neck of swine" (Ibn Majah, 2007).

It was narrated that Ibn ‘Abbas that that Prophet Muhammad (P.B.U.H) said:

"One Faqih (knowledgeable man) is more formidable against the Shaitan than one thousand devoted worshipers." (Ibn Majah, 2007).

In Pakistan, Education is free from 1st till 10th grades and Islamiat is a compulsory subject for teaching children about the fundamentals of Islam. According to National Education Policy (Ministry of Federal Education and Professional Training, 2017), “Education is an important element to prepare the nation particularly the younger generation to achieve these ideals. The only justification for our existence is our commitment to Islam to be adopted in our practical life. Therefore, our Education Policy should focus on Islamic Education and to suggest how to translate the Islamic Ideology into our beliefs, worships and actions in daily life”(p. 20).

Despite being an Islamic country, different moral evil in our society is increasing. It is important to know about the role of the subject of Islamiat in improving student's character and moral development. This paper seeks to determine how effective and important the subject of Islamiat for the primary level students of Karachi. Are students following what taught in the subject of Islamiat in schools? Do they follow the instructions of Islam in their daily routine? Also, what is the teacher’s thought about the course of Islamiat and its impact on students?

This paper explains the importance of the subject of Islamiat. It gives us knowledge about how much students interest in it and how long its effects on student’s lives. Because if children are practising Islamic teachings at an early age, these children will improve this society and country in the future.

2. Review of Related Literature

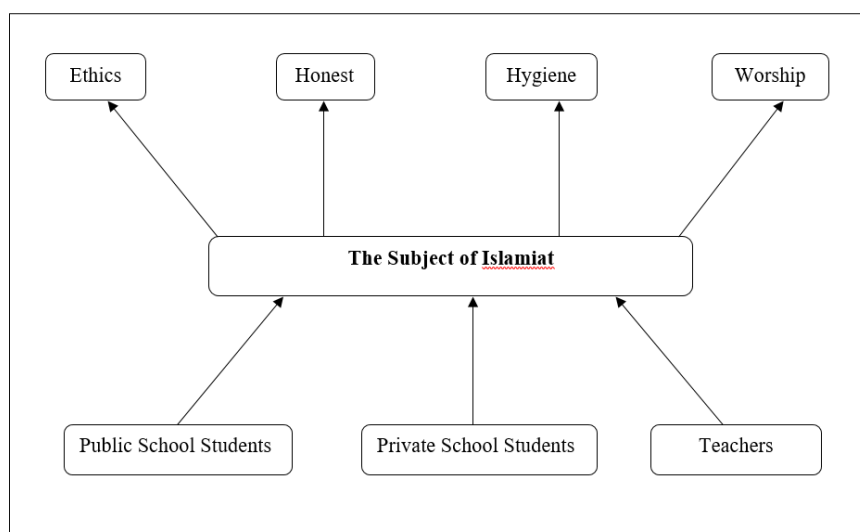
Islamic education is one of the best education systems, making an ethical person with all the qualities that he/she should have as a human being. Also recommended promoting Islamic education at all levels to instill human values among students (Farooq, Feroze, & Kai, 2017).

Through moral education, the study of ethical values is more likely to express moral values of right and wrong. In the meantime, less attention is paid to applying the moral values of personal lives, families, and societies. As a result, moral education puts greater emphasis on its objective and impacts less learner behaviour and behaviors. Moral education itself is the oldest educational terms which aim to teach good values in human life (Al Hamdani, 2014).

Afifa Khanam said that religious education has a positive effect on children's moral development. With the growing scope of religious subjects and the duration of schooling, children's moral development is going to the higher stage (Khanam, 2013).

According to (Iqbal, Khanam, & Dogar, 2017) Different in school background had a major role to play in making the students ' moral reasoning different. In the National Education Policy (Ministry of Federal Education and Professional Training, 2017), the importance of the Subject of Islamiyat for peaceful society is stated in these words: “Islamiyat has been taught as compulsory core subject from Primary to Higher Secondary level extending up to graduation in all general and professional institutions so as to create a tolerant and peace loving society with vision of finding relations to the real life problems through teaching of Al-Quran and Sunnah” (p. 23). Man has an innate tendency to moral values from the beginning to the end of his life, and his character has always been tested by the criterion of moral virtues or vices. And anyone who can achieve higher score in this metric will have higher and higher respect for God and in memories of people (Shamshiri, 2017) in moral situation there is a difference in the understanding of adults and peers. The adult conduct of support perceives it not as a moral norm but as a traditional norm (Molchanov, 2013) Moral education has the function of improving the morality of foreign relations in each community (Naito, 1994) Moral development can be an important driver of ethical decision-making, while morality can be influenced by a number of variables (Armenta, Hargiss, & Howard, 2016) The modern moral education framework based on the integration of moral knowledge with moral action. At the same time, moral education consists of establishing a suitable environment for internalizing the components of social morality into the framework of the student's personality, leading to proper moral behavior being enforced. There is no difference between the values represented by moral education and the principles of religious education but rather complementary (Manea, 2014) The leaning of the educational system will effectively promote the actions of the student, support the moral of the student and influence the nation-building when the consistency of the moral of the student has been successfully developed through the educational system (Nuriman & Fauzan, 2017) Education is the most important factor that trains students towards social and moral practices. It is not limited merely to seek degree for economic gain, but rather to attain moral values (Lodhi & Siddiqui, 2014) Morality has been linked to education throughout history. Morality refers to how people choose to live their lives according to a set of guidelines or standards guiding their decisions about right versus wrong and good versus bad (Safder, Fatima, Malik, & Bashir, 2014) Islam gives the idea of a common existence and aims for the development of humanity. The fundamental idea of Islamic teaching is that the citizen must be real and productive work in society. He must have clear moral values and principles. And he constantly tries to have a Muslim behave correctly speaking about God and human rights. In this way, Islam aims to focus on people's behaviour, morals and behaviors and tries its best to better improve the various aspects of personality (Ayaz, 2018) While acknowledging the need for individual freedom and independence to believe in and profess, and adhere to the ethical principles of one's own choosing, Pakistan does not neglect the need to impart knowledge of universally accepted moral values and virtues. Conscious efforts are being made to allow the children to differentiate between evil and good and lead them on the right path through schooling, discovery, innovation, and knowledge and appreciation of universally accepted values. (Haq, 1980)

3. Conceptual Framework



4. Objectives:

Objectives of the study are as follow:

1. To compare the impact of the subject of Islamiat on the moral development of primary level students in public and private schools.
2. To determine that primary level students follow the basic principles of Islam in their daily life.
3. To know that the subject of Islamiat improves ethical development of primary students.
4. Finding out primary level students work honestly in their daily routine.
5. To determine that primary level students adhere to the principles of hygiene.
6. To know the teacher's views about the subject of Islamiat regarding student's moral development.
- 7.

5. Research Questions:

Q1: What effects do you feel the subject of Islamic Studies has on the moral development of primary level students?

Q2: Do you think primary level students of public and private schools follow the basic principles of Islam in their daily life?

Q3: Does the subject of Islam have any effect on the moral development of students in public and private schools?

Q4: Is the subject of Islamiat leading to honesty in daily routines of primary level students?

Q5: According to this curriculum, cleanliness is half faith, does any primary level student follow the principles of hygiene?

Q6: Do public and private school teachers give practical importance to the subject of Islam for the moral development of primary level students?

6. Research Methodology

This study was a descriptive research. A questionnaire has been used as a research tool. The population of this study has limited to the students and teachers of two selected schools. One was a Public School and the other was Private School in Karachi.

6.1 Sample Size

- a. 80 students and 8 teachers from both schools were selected randomly.
- b. 40 students of grade 4 and 5 from Public School
- c. 40 students of grade 4 and 5 from Private School
- d. 04 teachers from Public School and 04 teachers from Private School

6.2 Sample Technique

In this research, the researcher used convenient Sampling. The convenient sampling is the subtype of Non-Probability Sampling.

6.3 Data Collection

The data were collected through a three-point likert scale questionnaire with twenty-two items from 40 students of grade 4 and 40 students of grade 5 and from 08 teachers of both schools.

6.4 Data Analysis

Descriptive statistics tools were used to analyze the data from the questionnaire and presented in tables.

6.5 Results

Table 1: Worship (Question 1-5)

	Public School		Private School	
	Frequency	Percentage	Frequency	Percentage
Yes	91	45.5%	109	54.5%
Partially	94	47%	61	30.5%
No	15	7.5%	30	15%
Total	200	100%	200	100%

This data shows that the majority of primary level students in private school do worship regularly and follow the basic rules of Islam than in public school students.

Table 2: Hygiene (Question 6-10)

	Public School		Private School	
	Frequency	Percentage	Frequency	Percentage
Yes	119	59.5%	129	64.5%
Partially	62	31%	51	25.5%
No	19	9.5%	20	10%
Total	200	100%	200	100%

This data shows that majority of primary level students in private school adhere to the principles of hygiene in everyday routines than public school students.

Table 3: Honesty (Question 11-17)

	Public School		Private School	
	Frequency	Percentage	Frequency	Percentage
Yes	108	38.5%	152	54.5%
Partially	118	42%	60	21.5%
No	54	19.5%	68	24%
Total	280	100%	280	100%

This data shows that majority of primary level students in private school work honestly in daily routine than public school students.

Table 4: Ethics (Question 18-22)

	Public School		Private School	
	Frequency	Percentage	Frequency	Percentage
Yes	100	50%	121	60.5%
Partially	76	38%	52	26%
No	24	12%	27	13.5%
Total	200	100%	200	100%

This data shows that majority of primary level students in private school shows more ethical development than public school.

Table 5: Teacher's Views (Question 1-5)

	Public School		Private School	
	Frequency	Percentage	Frequency	Percentage
Yes	9	45%	9	45%
Partially	6	30%	8	40%
No	5	25%	3	15%
Total	20	100%	20	100%

This data shows that in public and private schools majority of teachers agreed that the subject of Islamiat have positive impact on moral development of primary level students.

6.6 Findings

According to the result of the data it was found that:

1. The subject of Islamiat has a more positive impact on private school student's moral development as compare to public school students.
2. The primary level students in private school have more follow the basic rules of Islam and do worship regularly than that in public school students.
3. The primary level students in private school have more adhere to the principles of hygiene in everyday routines.
4. The subject of Islamiat has a more positive impact on the ethical development of private school students than that of public school students.
5. The Subject of Islamiat has a more positive impact on primary student's honesty in private school than in public school.
6. Teachers of Public and Private schools understand the importance of the subject of Islamiat for the moral development of primary level students.

7. Discussion and Conclusion

In light of the above findings and achievements of the objectives, the study concludes that Primary students in private school showed more moral development than in public school students. Being a Muslim we must know about the basic principles of Islam and also practise on it in our daily lives. When we teach our children Islam from an early age and urge them to practice it, they will become good Muslims and good citizens. Teachers and parents focus on the moral development of students. When their moral development improves an early age, they will become a better human being and will play a positive role in society in the future. Especially in public schools, particular attention should be given for the moral development of students.

8. Recommendations

In the light of findings of this research, some recommendations are as follow:

1. Along with school education, the home environment and parent training are also essential for improving the moral development of students. Parents are role model for their children. Therefore, they should make the home environment ideal and peaceful.
2. Similarly, the subject teachers of Islamiat should follow what they teach in the classroom and encourage students to practice it in their daily routine.
3. The curriculum of Islamiat needs to change. Different activities should include in it that teachers can do with students in the classroom.
4. The school should have a lunch break as well as a prayer break. Students perform wudu ((وضو) and offer prayers in the presence of students.
5. Teachers should encourage students to take care of cleanliness in class and school, and parent should insist on cleaning at home. Parent makes it a habit for children to clean their room themselves.

9. Suggestions for Further Research

Research is a search or study intended for solving a problem. It is a responsibility to bring new knowledge to the peak of light. The compilation of the present error is also a responsibility. The research considered to be the most formal systematic and objective analysis. The problem selected for the present research has a whole field and due to the limitation of time, it has different areas of this field.

Some suggestions for further research are as follow:

1. A similar study can be conducted with a different population or sample size for more findings and knowledge. For example, secondary level students, intermediate students or Madrassah students etc.
2. Qualitative Research can be applied to further improvement of results. For example, the direct observation method, in-depth interviews or focus group discussion etc may be used for further research.
3. A large scale study that covers all levels of the education system in Pakistan from primary to degree level can be organized.

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Questionnaire for Students

S. No	Questions	Yes	Partially	No
01	Do you pray Salah regularly?			
02	Do you read morning and evening prayers daily?			
03	Do you recite the Holy Quran daily?			
04	Do you Fast throughout Ramazan?			
05	Do you try to practice Sunnah?			
06	Do you care about personal hygiene?			
07	Do you care about cleaning your school and neighborhood?			
08	Do you wash your hands before and after a meal?			
09	Do you keep your room clean?			
10	Do you use your school bag or books carefully?			
11	Do you complete your homework on time?			
12	Do you cheat in exams?			
13	Have you ever pluck damage a plant or harmed an animal?			
14	Do you ever help anyone?			
15	If a friend has anything left to you do you return it?			
16	Do you have time restrictions?			
17	Do you immediately repent of your sin?			
18	Do you lie?			
19	Do you backbite?			
20	Do you always keep the promise?			
21	Have you ever taken the initiative to apologize after a dispute?			
22	Do you try to keep your friends from doing evil?			

Questionnaire for Teachers

S.No	Questions	Yes	Partially	No
01	Do you think students of primary level worship regularly?			
02	Do you think the subject of Islamiat has a positive impact on the ethics of primary level students?			
03	Do you think Primary level students work honestly in their daily routine?			
04	Do you students of primary level follow the principles of hygiene in daily routine?			
05	Do you think there should be any change in the curriculum of the subject of Islamiat?			