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ECONOMIC VIABILITY AND ECOLOGICAL FRIENDLINESS OF MADRASAH EDUCATIONAL INSTITUTION IN REGION XII, PHILIPPINES

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Abstract

This study covered a total of 434 respondents from selected Madaris in the provinces of Cotabato and Maguindanao, Philippines, broken down as follows: 350 students, 70 Asatids, and 14 administrators.

The general objective of the study was to investigate the economic viability and ecological friendliness of Madrasah educational institution operating in Mindanao Muslim communities. Specifically, it sought to determine the profiles of the Asatids, level of adequacy of existing resource capabilities of Madrasah, level of Madrasahs' economic viability and ecological friendliness, influence of the level of adequacy of existing resource capabilities on the economic viability and ecological friendliness of Madrasah educational institution in Region XII, Philippines.

Important findings of the study revealed that 90% of the Asatids were college graduate in Arabic education, receiving an honorarium of 1,000 pesos a month, high school graduate in Western education, and with a monthly net income of 7,800 – 8,800.

Madrasah resource capabilities like physical, instructional, and financial aspect were found to be adequate while manpower capabilities were moderately adequate.

Selected Madaris were assessed to have highly sustained their ecological friendliness and economic viability.

The factors which had significantly influence the Madrasah economic viability were manpower capabilities and financial aspect of the Madrasah institution. However, ecological friendliness of the Madrasah institution in Southern Philippines was influence by Madrasahs' resource capabilities like physical facilities, manpower capabilities, and financial aspect.

In order to sustain the Madrasah educational system in Mindanao, it is recommended that more funds shall be provided both from local and foreign sources.

Keywords

Sustainability, Educational System, Madrasah/Madaris, Asatids, Philippines

1. Introduction

Sustained Madrasah education can contribute much to the development of the social well-being and general welfare of the Muslim Ummah. The importance of Arabic education cannot be underestimated. It is concerned with the growth and development of the Muslims which cannot be created nor endowed, but must be developed. One of the vital roles of the Muslim leaders is to provide a sustainable and relevant education to the population through the intervention of the sustainable education development programs. Sustainable education is important instrument in the development of the capabilities of the people depending on the kind of education they need.

Madrasah is practically a form of education and training among Muslim people. It is an Arabic term for school where Arabic language and Islamic values are taught including other subjects like mathematics and science.

Madrasah serves as an instrument to provide education and training in identifying, preserving, and strengthening the Islamic consciousness and the rich cultural heritage. It prepares and molds young Muslims to become useful, upright, and God – fearing individuals.

The first Madrasah in the Philippines was founded and established by Shariff Makdum Karim, an Arab missionary who built the first mosque in the year 1380. Since then, Madrasah

has undergone a process of change. Originally, they offered six months to one-year course like Muslim religious obligations, prayers, and other Islamic rituals to the students irrespective of age and grades. Today, there are many Ulama (Muslim scholars) in the Philippines who finished their Madrasah education in the highly prestigious universities in the Middle East. However, when they returned home to the Philippines, a common observation indicates that they contributed very little to the Islamic education of the Muslims Filipinos.

Thus, to provide a benchmark data for the Madrasah Administrators for future planning on Quality Madrasah Education System – a system that makes optimal use of locally available human resources such as human labor, knowledge and skills, and other sources, there is a need to conduct a study on economic viability and ecological friendliness of Madrasah educational institution. Hence, this study on economic viability and ecological friendliness of selected Madrasah educational institutions in Region XII, Philippines was conducted. Specifically, it sought to identify the profiles of the Asatids, levels of adequacy of the existing resource capabilities of the Madrasah institution; economic viability and ecological friendliness of Madrasah Educational Institution; and influence of the levels of adequacy of resource capabilities on the economic viability and ecological friendliness of Madrasah educational institution.

2. Theoretical Framework

The framework of analysis of this study is the concept of sustainable education. Accordingly, it is the utilization of the natural resources base and the orientation of technological and institutional change in such a manner as to ensure the attainment and continued satisfaction of human needs for present and future generations. These have to do with conservation of environment such as land, water, plants, and animals that are environmentally non-degrading, technically appropriate, economically viable, and socially acceptable (FAO, 1990).

Zamora (1995) stressed that sustainability can be measured using the following criteria: economic viability, technological soundness, cultural acceptability, social justice, and ecological friendliness. **Economic viability** is expressed in net return, benefit cost ratio, net benefit cost ratio, and the teachers' opportunity to improve/enhance his well-being and his family as cited by Buston (1996) on the study of Zamora (1995).

According to Bumatay (1996), **ecological friendliness** refers to educational systems that maintains or improves the natural resource base, protects the environment, ensures profitability,

conserves energy, increases productivity and create more training and seminar. Report indicates that ecologically and sound educational system and the focus is on the maintenance and enhancement of natural resources base.

3. Methodology

This study used the combination of descriptive and correlational methods. A descriptive research was used in the description of such variables as existing resource capabilities of the Madrasah institution and level of economic viability and ecological friendliness of Madrasah institution. On the other hand, correlational method was adopted in establishing the relationships between the variables in the tested hypotheses.

Two sampling methods were employed in this study. First is purposive sampling which was used in selecting the 14 Madaris offering elementary and secondary Arabic education in selected Provinces in Region XII, Philippines. Second was complete enumeration of the Asatids who in turn rated their respected administrators.

All in all, this research involved 14 heads of the Madaris and 75 administrators. There were three sets of instrument used in gathering information needed. Set I was the profiles of the Madrasah head; Set II employed the structured questionnaires on the level of adequacy of existing resource capabilities; and Set III was the level of economic viability and ecological friendliness of the Madrasah institution.

Three statistical tools were employed in this research which included frequency counts, weighted-mean analysis, and multiple regression analysis techniques.

4. Findings of the Study

Along with the operation of Madrasah institutions in the selected provinces of Region XII, Philippines, adequate resources was observed like physical, manpower, instructional, and financial aspect. Madrasah Institution also sustains the true development without compromising the future generation. Man is considered vicegerent of **ALLAH** (s.w.t.) in this world that plays a vital role in developing and protecting the environment. Asatids also emphasized that sustainable education is the utilization of the natural resources base and the orientation of technological and institutional change in such a manner as to ensure the attainment and continued satisfaction of human needs for present and future generations. These have to do with conservation of environment such as land, water, plants, and animals that are environmentally non-degrading, technically appropriate, economically viable, and socially acceptable.

A. Socio-demographic Characteristics of the Asatids

On the demographic characteristics, findings revealed that most of the Asatids actually teaching were married males whose ages ranged from 38 to 42 years. Majority of the Asatids finished Koleyya in Arabic education and high school in western education. As to monthly salary, most of the Asatids received a monthly salary of P 1,000.00 and monthly average income ranging from P 6,800.00 to P 7,800.00.

B. Level of Adequacy of Existing Resources Capabilities

Table 1 revealed that there were adequate (3.69) facilities in the Madrasah like school buildings and other facilities in the schools. Manpower capabilities of the Madrasah were moderately adequate (3.47) in terms of Asatids' professional development and school human resources. The adequacy of instructional facilities (3.75) or materials of a certain Madrasah can be tool for effective and meaningful teaching – learning experience. Financial resources are considered as the lifeblood of any institution or organization. It cannot mobilize or operate without funding. Table 1 shows the description of Madrasah financial resources (3.65) was assessed by the respondents are adequate.

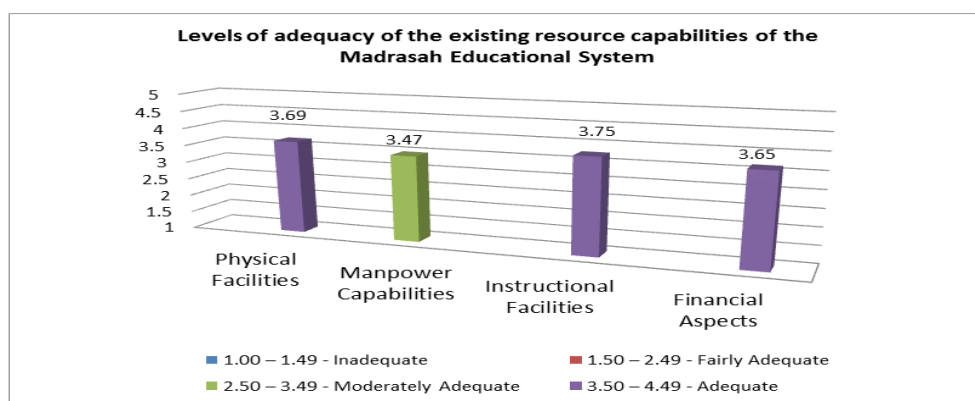


Figure 1: Levels of adequacy of the existing resource capabilities of the Madrasah Educational System in the Provinces of Cotabato and Maguindanao, 2007

C. Level of Economic Viability and Ecological Friendliness of Madrasah Institution

The economic viability of the Madrasah Educational Institution in selected provinces in Region XII, Philippines was rated based on the different parameters enumerated. Figure 3 reveals that the Asatids rated moderately sustainable (3.59) in terms of economic viability. Asatids do not depend largely on their monthly salaries. They used their other time to search the Grace showered by **ALLAH** (s.w.t.) in this land. Economic is not viable, if extravagance is exercised. In Islam, it is strictly prohibited to waste something including time.

Asatids rated highly sustainable (4.57) in terms of ecological friendliness especially on the aspects of promoting the conservation of ecosystem, encourage reforestation, availability of trees in the campus, availability of garbage can, availability of composed pit, separation of biodegradable and non – biodegradable materials, practice waste cycling, promote organic farming, and inculcation of the respect of mother earth. In Islam, it is the obligation of every Muslim to protect the environment for they were created by Allah (s.w.t) as vicegerent.

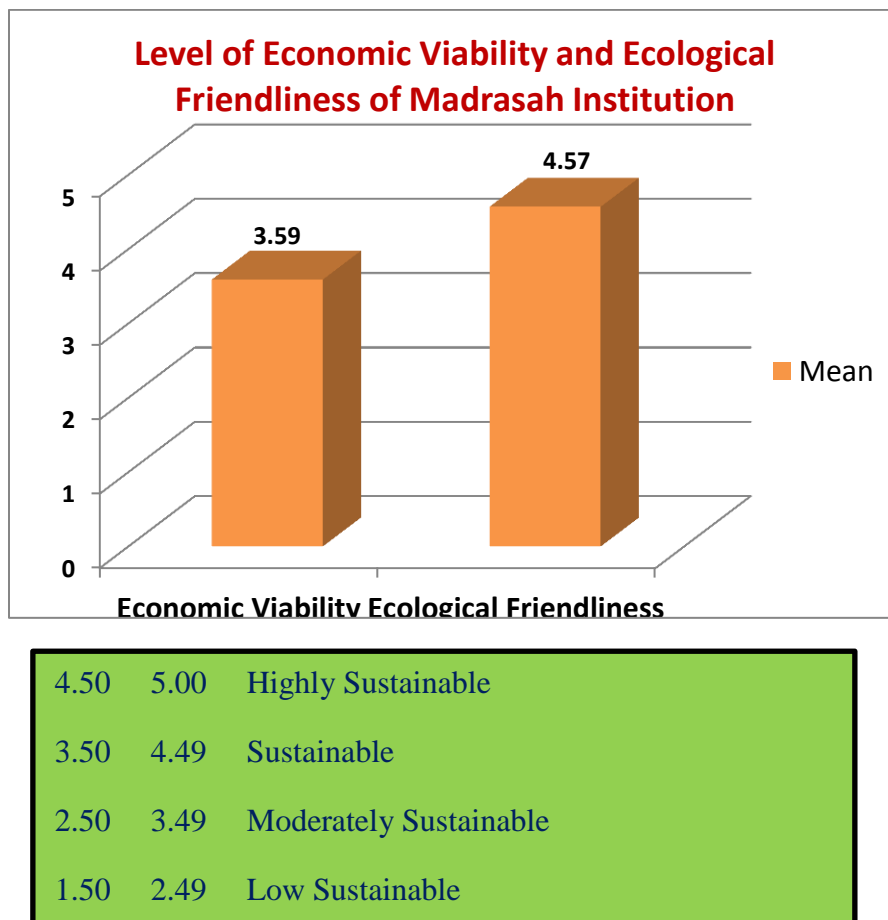


Figure 3: Levels of sustainability of the Madrasah Educational System in the Provinces of Cotabato and Maguindanao

D. Influence of the Level of Adequacy of Existing Resource Capabilities on the Level of Economic Viability and Ecological Friendliness of Madrasah Institution

In Table 1, levels of adequacy of resource capabilities of Madrasah education significantly influence the levels of economic viability of Madrasah institution.. Adequate number and strong manpower of the Madrasah institutions equipped with knowledge and skills lead to sustainable Madrasah education in terms of economic viability for the reason that strong manpower is capable of establishing linkages thereby leading the Madrasah to earn popular

support from funding agencies. Sufficient and adequate funding of Madrasah education is a factor that contributed to a sustainable Madrasah education in terms of economic viability. Funds were considered as the blood of any organization. If there is a sufficient funding, Madrasah can easily establish income generating projects that can help to augment its funding.

Table 1: *Influence of the level of adequacy of resource capabilities on the levels of economic viability of Madrasah institution*

Variables	Coef.β	Std. error	t-value	Probability
(Constant)	0.987	0.364	2.714	0.009
Physical Facilities	-0.080	0.185	-0.430	0.666
Manpower Capabilities	0.306	0.143	2.145*	0.036
Instructional Facilities	0.006	0.150	0.039	0.969
Financial Aspects	0.499	0.155	3.218**	0.002

Multiple R = 0.691 F-Value = 14.872** Probability = 0.000

** = significant at 1% level

Table 2 reveals that resource capabilities have a significant influence on the levels of ecological friendliness of Madrasah institution. Since Asatids were well aware of the reason of their creation, they were concerned in taking care of the environment. They must effect change in themselves, for if he does not, then nobody else would do it for him and if he does, then he fails to qualify to become *Khalifa*.

Table 2: *Influence of the level of adequacy of resource capabilities on the levels of sustainability of Madrasah Educational System in terms of ecological friendliness*

Variables	Coef.β	Std. error	t-value	Probability
(Constant)	1.235	0.431	2.867	0.006
Physical Facilities	-0.756	0.219	-3.447	0.001
Manpower Capabilities	0.898	0.169	5.321**	0.000
Instructional Facilities	-0.119	0.177	-0.673	0.503
Financial Aspects	0.605	0.184	3.296**	0.002

Multiple R = 0.730 F-Value = 18.489** Probability = 0.000

** = significant at 1% level

5. Conclusion and Recommendations

Based on the findings of the study, it is concluded that in the operation of Madrasah institution, there is an adequate in physical facilities, instructional facilities, and financial aspect while moderately adequate in manpower capabilities. Madrasah institutions highly sustained economic viability and ecological friendliness. While Madrasah resources are adequate, there is a need to acquire more resource capabilities of Madrasah to meet the increasing demand of the institution. Financial aspects should be improved. More linkages for funding to augment the annual budget of the Madrasah should be established. Manpower capability particularly the knowledge and skills of the Asatids should be improved. The levels of sustainability like economic viability and ecological friendliness should be enhanced. Purchase of new technology facilities should be given priority so that students and Asatids will be equipped and become more updated and competent in communication and information technology. Protection of environment should be maintained. Madrasah Administrators should make some revision of their curricular offerings so as to cope up with the demands of global educational system.

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