

MOTIVATION FOR READING THE HOLY QURAN WITH AND WITHOUT TRANSLATION

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ABSTRACT:

Motivation means a lot when human does something which is not very common in day to day life. Literature review indicates that there are rarely available studies on motivation for reading the holy Quran in Pakistani context. Therefore, the current study intends to find out basic types of motivation for reading holy Quran, factors involved that motivate to read with and without translation in their L1, last but not least, gender based motivational (if any) difference. To accomplish the objectives, the quantitative study was adopted in which a survey-based questionnaire was filled via Google form from randomly selected 218 students of 7 universities of Sindh, Pakistan. Collected data is descriptively analyzed by Statistical Package for Social Sciences (SPSS Version 22). The findings revealed three most important motivating factors for reading the holy Quran: (1) it is the best book for mankind (M.4.6422); (2) it is a guideline to live better and happier life (M.4.6009); (3) it is compulsory for every Muslim to read (M.4.5642). Moreover, university students are more intrinsically (M.41.1651) than extrinsically (M.34.0642) motivated for reading the holy Quran. Meanwhile a great difference is being found in university students' motivation for reading the holy Quran with and without translation. The Mean score of reading without translation is M.9.8073 and with translation is M.4.9862. An independent *t-test* informed that there is no significant difference between male and female students' motivation for reading the holy Quran. The research claims that youth are losing their intrinsic motivation for reading the holy Quran

because of extensive use of social media. It suggests that university students should read with translation because it helps their academic as well as personal life.

Keywords: *The holy Quran, Intrinsic and Extrinsic Motivation, With and Without Translation*

Introduction

Motivation refers to choice of an action, sustainability of it and hardships that take place¹. More specifically there are two main types of motivation i.e. intrinsic and extrinsic. Intrinsic motivation gives an individual satisfaction and extrinsic motivation indicates future goals or other practical advantages. However, intrinsic motivation plays more positive role for motivating students².

Intrinsic motivation for reading indicates what a person wishes to read whereas, extrinsic motivation stresses on why a person reads. Reading holy Quran is a part of Muslims' belief and mandatory. Nonetheless, Muslim youth of the post-modern age and specially university students are quite engaged in their day to day activities and their motivation for reading the holy Quran is decreasing day by day. Besides, reading with translation for better understanding is rarely found among university students. This is an alarming for Islamic spirit and truly need of an hour to have crystal look over it. The study also intends to know gender (male and female) difference (if any) for reading the holy Quran.

The core aim of study is to know the university students' intrinsic and

¹Dörnyei Zoltán, and Ema Ushioda, *Teaching and Researching Motivation*. London: Routledge, 2021.

²Shah, Syed Hyder Raza, and Sehar Naveed, "Effects of Teachers' Motivation on Students' Learning English in Public Elementary Schools of Pakistan." *Journal of Education and Practice* 11, no.4 (2020): 41-49. <https://doi.org/10.7176/jep/11-4-05>.

extrinsic motivation for reading the holy Quran with and without translation. To accomplish the aim four research objectives as well as questions are formulated.

Research Objectives

1. To understand the most important motivating factors for reading the holy Quran among university students.
2. To find out intrinsic or extrinsic motivation for reading the holy Quran among University Students.
3. To know Pakistani university students' motivation for reading the holy Quran with and without translation.
4. To analyze the significant difference (if any) between male and female university students for reading the holy Quran.

Research Questions

1. Which are the most important motivating factors for reading the holy Quran among university students?
2. To what extent are university students intrinsically and extrinsically motivated for reading the holy Quran?
3. To what extent are university students motivated for reading the holy Quran with and without translation?
4. Is there (if any) significance difference between male and female university students intrinsic and extrinsic motivation for reading the holy Quran?

The significance of the study can also be viewed by insufficient literature review in Pakistani context and the study demands extensive researches on motivation for reading the holy Quran in Asian context. Reading with and without translation is also a contributing part in this study to estimate the youths' motivation for reading the holy Quran.

Literature Review

In the lives of Muslims the reading holy Quran cannot be overlooked especially for the faithful adherents. The Muslims believe that Islam is a complete guidance of living a life and clear directions on how to build a better society. The holy Quran is the main source of guidance for the humanity which is then included Hadith as revelation and explanation of Quranic verses derived from the Prophet Muhammad (P.B.U.H) the messenger of Allah Almighty. It is necessary for Muslims to understand the instructions of Quran correctly and apply the teachings of Quran in their lives. The Muslims should develop the habit of reading Quran on daily basis in order to develop the ability to comprehend the verses in their true essence that will eventually help the people to enlighten their minds towards positivity.

The reading of Quran must be done with full concentration and care so that the reader may not commit any mistake as misinterpretation of Quranic verses will astray from the right path. It becomes the area of serious concern for not only Muslims but also the religion Islam as a whole when any Muslim university student cannot read the Quran correctly or forget how to read it because of lack of reading habit. One of the goals of Islamic Shariat is to keep the religion alive by implementing the teachings of Islamic Shariat and the best source of Islamic teachings is the holy Quran. Therefore, those Muslims who cannot read the holy Quran are just like the ones who do not properly fulfill the responsibility of being good Muslims. These are some of the issues exist because of lack of reading motivation of the holy Quran. This research is an attempt to know the reading motivation of the university students.

The literature review highlighted some of the researches on the issues, interest and reading skills of the holy Quran. One of the researches was

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conducted by Yusof, Zainuddin and Yusoff (2011) to identify the issues in reciting holy verses of the Quran by Arabic speakers (Africans and Malay) and non-Arabic speakers (Malay). The findings revealed that remembering, fluency, comprehension and Tajweed rules were the problems they face while reading the Quran. The study also indicated that the more recitation of the Quran the lesser problems will be encountered by the readers. The study suggested that using different methods for reading Quran can provide solutions to the reading problems³.

Some researchers suggested that exposure of language such as the language of Quran at an early stage assists in the effective development of the syntactic and phonological structure of Arabic. Many verses along with Prophets' Hadith imply that learning should be started before puberty stage of child. For instance, prophet (P.B.U.H) stated that at the age of seven children should learn the ritual language of religious observance especially prayers and if the child will not do till the age of ten or puberty he or she will be punished. This way, Islam emphasizes the extrinsic motivation by indulging the concept of reward and punishment for learning.

Reading Motivation, Interest, and Engagement

Motivation is a multifaceted term. Reading motivation includes attitude towards reading, belief and values for reading and reading goals. Motivation can be explained and measured with many other associated constructs. It can be extrinsic and intrinsic. Previous studies have founded the interconnection among reading motivation, reading comprehension,

³Yusof Raja Jamilah Raja , Roziati Zainuddin, & Zulkifli Mohd Yusoff "Learning Methods and Problems of Qur'an Reciters (maLays and africans)" *QURANICA-International Journal of Quranic Research*, no.1 (2011): 17-38.

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readers' self-efficacy, reading competency and learning outcomes^{4, 5}. Some of the empirical and quasi experimental studies have identified children's motivation for reading^{6,7,5,8,9}. The findings of their studies indicated that children are more intrinsically motivated whereas adults are extrinsically motivated for reading. Motivated people are more likely to involve in related tasks and activities. Focused and engaged readers have innate motivational goals that inculcate desire, interest and commitment to share, enhance, understand, and interpret the content and subject matter. Guthrie et al., (1997), stated that they also use cognitive tactics to fulfill motivational goals. Educational and developmental practices have elaborately discussed two types of motivation intrinsic and extrinsic in many previous works¹⁰. Guthrie et al., (2013) define intrinsic motivation as an inherent satisfaction for doing any particular activity rather than for external benefits¹¹. They further define extrinsic motivation as a force to perform any activity for external consequences.

⁴Taboada, Ana, and Michelle M. Buehl. "Teachers' Conceptions of Reading Comprehension and Motivation to Read." *Teachers and Teaching* 18, no. 1 (2012): 101–22. <https://doi.org/10.1080/13540602.2011.622559>.

⁵McGeown, Sarah P., Roger Norgate, and Amy Warhurst. "Exploring Intrinsic and Extrinsic Reading Motivation among Very Good and Very Poor Readers." *Educational Research* 54, no. 3 (2012): 309–22. <https://doi.org/10.1080/00131881.2012.710089>.

⁶Mata, Lourdes. "Motivation for Reading and Writing in Kindergarten Children." *Reading Psychology* 32, no. 3 (2011): 272–99. <https://doi.org/10.1080/02702711.2010.545268>.

⁷Ryan, Richard M., and Edward L. Deci. "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions." *Contemporary Educational Psychology* 25, no. 1 (2000): 54–67. <https://doi.org/10.1006/ceps.1999.1020>.

⁸Dolbow, Margaret. *Journal of Adolescent & Adult Literacy* 50, no. 5 (2007): 424–26. <http://www.jstor.org/stable/40015491>.

⁹Pitcher, Sharon M., Lettie K. Albright, Carol J. DeLaney, Nancy T. Walker, Krishna Seunarineasingh, Stephen Mogge, Kathy N. Headley, et al. "Assessing Adolescents' Motivation to Read." *Journal of Adolescent & Adult Literacy* 50, no. 5 (2007): 378–96. <https://doi.org/10.1598/jaal.50.5.5>.

¹⁰Guthrie, John T., Solomon Alao, and Jennifer M. Rinehart. "Literacy Issues in Focus: Engagement in Reading for Young Adolescents." *Journal of Adolescent & Adult Literacy* 40, no. 6 (1997): 438–46. <http://www.jstor.org/stable/40015517>.

¹¹Guthrie, John T., Susan Lutz Klauda, and Amy N. Ho. "Modeling the Relationships among Reading Instruction, Motivation, Engagement, and Achievement for Adolescents." *Reading Research Quarterly* 48, no. 1 (2013): 9–26. <https://doi.org/10.1002/rq.035>.

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This type of motivation starts from the early age as the child become curtailed by societal roles and demands that require people to take responsibilities for non-intrinsic tasks. For instance, during school period intrinsic motivation decrease with the increase of each grade level. The same findings also supported by another study⁷ of that shows that children's expectancy for success, beliefs and competence decreases intrinsically with the enhancement of extrinsic motivation across school years. Children begin to find motivation for different purposes with the increase in age. Shah et al., (2022) say that motivational factors assist in finding answers of why people read and how their reading choices impact their lives when it is not required¹².

According to motivational theories however, the attitude of an intrinsically motivated child is to get himself involve in activity like reading because it seems enjoyable and interesting for the child. Conversely, the behavior of extrinsically motivated child is to engage in an activity of reading due to some external outcomes such as better grades or rewards^{11,5}. The social goals of activity of reading as extrinsic¹³. The individuals' processes of decision making is complex. In social contexts it may negatively impact their decisions and the learning outcome of various practices of reading activities. Reading motivation and interest involves prior knowledge, experience and level of education in the lifelong activities of adults¹⁴.

Quranic Exegeses Reading and Readers

The literature review indicated that several studies have been conducted on

¹³Shah, Syed Hyder Raza, Dr Zulida Abdul Kadir, and Sehar Naveed. "Factors Affecting English Reading Skills At Collegiate Level In Pakistan," *Journal of Positive School Psychology* 6, no. 11 (2022): 1863-1876.

¹³Baker, Linda, and Allan Wigfield. "Dimensions of Children's Motivation for Reading and Their Relations to Reading Activity and Reading Achievement." *Reading Research Quarterly* 34, no. 4 (1999): 452-77. <http://www.jstor.org/stable/748216>.

¹⁴Adjah, Owusu. "A study of the reading interests of graduates on national service scheme in Ghana." *African Journal of Library, Archives and Information Science* 22 (2012): 89-98.

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the issues related to Islamic studies and Islamic education but very few deals with the concerns related to those who read Islamic materials. For example the holy Quran emphasizes the importance of reading by the first word revealed is to “Read” in the name of Allah. The Quran allow asking and investigating from a knowledgeable and reliable person as learning and knowing is the purpose of reading. Early Islamic literature emphasizes the rewards for readers and acts of reading but did not focus on the motivation, choice and interest of readers. For Muslims, it is obligatory to seek knowledge from cradle to grave stated by the prophet of Islam Muhammad (P.B.U.H). He (P.B.U.H) further stated about the various rewards for knowledge seekers. Prophet (P.B.U.H) motivated the Muslims to read the holy Quran and declared that the Quran is best source of getting knowledge. The seekers of knowledge will get many rewards from Allah. This extrinsic motivation of getting rewards from Allah motivated the early Islamic era Muslims to inquire read and spread holy verses of the Quran and their explanations.

Later on, the systematic compilation of the holy Quran evolved such as Tafseer al- Tabari. At that time the horizontal motivation i.e., reading for external reward or worldly success were largely ignored and the prime importance was given to the vertical motivation i.e., reading for spiritual satisfaction and divine rewards. Islam says that every act of Muslims deserves reward if it is for the good cause and punishment if it causes negativity. For instance, if a person read the holy Quran just to satisfy Allah then he\she will surely merit reward. The significance of getting reward and being rewarded is comprehensive and broad. Even a person read the Quran with the intension to please Allah or for some worldly success, it will be considered as valid worship. This has encouraged the researcher to investigate the level of motivation of reading the Quran of

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university students and to know whether they are extrinsically or intrinsically motivated for reading the Quran.

Methodology

A quantitative research is carried out for the study in which an adapted questionnaire was formulated to get survey. Dörnyei (2019) (who is the main protagonist in motivation) states that the quantitative research is the method of collecting the numerical data which can be future statistically analyzed by SPSS. Quantitative research is the best method for generalizing its findings in wide perspective¹⁵. The questionnaire is consisted of 30 research items that is further divided into different variables. To make sure the reliability of questionnaire and its items, reliability test is performed and the result is here in table #1.

Table # 1 Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.725	.749	30

According to Pallant (2005) if Cronbach Alpha is greater than .70, it means the questionnaire is highly reliable to conduct the research¹⁶.

Meanwhile, validity of the quantitative research is based on its participants' honest responses. The study receives randomly 218 responses from 7 public universities students of Sindh, Pakistan and the survey is

¹⁵Dörnyei, Zoltán. "Towards a Better Understanding of the L2 Learning Experience, the Cinderella of the L2 Motivational Self System." *Studies in Second Language Learning and Teaching* 9, no. 1 (2019): 19–30. <https://doi.org/10.14746/ssllt.2019.9.1.2>.

¹⁶Pallant, Julie. *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS for Windows (Version 12)*. Crows Nest, NSW, Australia: Allen & Unwin, 2005

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taken via google form. Further detail of participants is given below table # 2 in demographic table.

Table # 2 Demographic Table

Group	N	Percent	Total N
SBBU SBA & Sanghar	69	31.7	218
IBA, Sukkur	23	10.6	
Mehran UET, Jamshoro	25	11.5	
Uni SMIU, Karachi	31	14.2	
Uni of Sindh, Jamshoro	26	11.9	
Shaikh AyazUni,	27	12.4	
Shikarpur	17	7.8	
SALU, KhairpurMiras			
Gender			
Male	108	49.5	218
Female	110	50.5	
Department			
English	84	38.5	218
BBA	77	35.3	
IT	33	15.1	
Education	24	11.0	
Year			
1 st Year	63	28.9	218
2 nd Year	68	31.2	
3 rd Year	46	21.1	
4 th Year	41	18.8	

The collected data is entered into SPSS version 22 and descriptive statistics, one sample statistics and independent t-test are run to get mean score of different variables.

Findings

The findings of the research address several types of motivation for reading holy Quran in which overall mean score mentions in descending order. It also informs students' choice of reading with and without translation. The quantitative research presents the data descriptively in tables and charts. The finding of the study answers the main research question hereby.

RQ¹. Which are the most important motivating factors for reading the holy Quran among university students?

Table # 3 Descriptive Statistics

	N	Mean	Std. Deviation
21. I read holy Quran because it is the best book for mankind.	218	4.6422	.61506
24. I read holy Quran because it is a guideline to live better and happier life.	218	4.6009	.59289
2. I want to read holy Quran because it is compulsory for every Muslim.	218	4.5642	.72354
18. I read holy Quran because I love Islam.	218	4.5413	.59230
3. I read holy Quran because I want to make my soul relaxed.	218	4.5275	.65934
6. I read holy Quran because I want to make my mind relaxed and strong.	218	4.5000	.73271
17. I read holy Quran because it is the order of Allah.	218	4.4266	.63437
9. I read holy Quran because I want to become a true Muslim.	218	4.3211	.81326
20. I read holy Quran to know the miracles of Allah.	218	4.3028	.80327
5. I read holy Quran because Allah will award me Jannat.	218	4.2294	.88649
29. I read holy Quran because it provides answers to the questions of every Muslim.	218	4.2202	1.00099
26. I read holy Quran with translation in order to understand the meaning of Allah' words.	218	4.1972	.84928

15. I read holy Quran with translation because it helps me understand about principles of Islam.	218	4.1927	.95500
12. I enjoy reading holy Quran than reading my university courses.	218	3.8532	.98210
23. I read holy Quran with translation because it helps to discover scientific inventions.	218	3.6743	.97875
1. I read holy Quran daily with translation.	218	3.6193	1.16279
8. I read holy Quran because of the fear that Allah will punish me	218	3.4128	1.14571
27. My parents and religious scholar did not teach holy Quran with translation in my childhood.	218	3.2110	1.33767
13. I prefer to listen Quran via audio than reading it by own.	218	3.1147	1.06933
22. I don't read holy Quran with translation because I have a lot burden of my university assignments.	218	3.0642	1.17403
10. I read Quran without translation because it takes much time.	218	2.9771	1.14981
16. I prefer to listen holy Quran without translation in my mother tongue/language.	218	2.9633	1.05102
30. It is my habit to read holy Quran without translation from my childhood.	218	2.7752	1.33023
19. I prefer to listen holy Quran with translation in my mother tongue\language because I cannot recite/read.	218	2.7339	1.16905
14. If I do not read holy Quran I will forget it because it is in foreign language.	218	2.7064	1.22043
7. I want to read holy Quran but I don't have free time for reading.	218	2.4817	1.06565
25. I enjoy reading university courses than reading holy Quran.	218	2.3578	1.25190
11. I read holy Quran because people will dislike me if I do not read	218	2.1284	1.06127
4. I don't know how to read holy Quran because I could not learn from any religious scholar.	218	1.9862	1.13381
28. I read holy without translation because I am not interested in understanding its meaning.	218	1.9174	.99888

Valid N (listwise)	218		
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Table # 3 shows the most important motivating factors for reading the holy Quran among 218 university students. They believe that the Quran is the best book for mankind ($\Sigma 4.6422$). Second most important factor is that it is a guideline to live better and happier life ($\Sigma 4.6009$). Third one is that the Quran is compulsory for every Muslim to read. The table is presented in descending order and can be easily understood the most important factors by looking each items' mean score. The discussion session may elaborate them in detail.

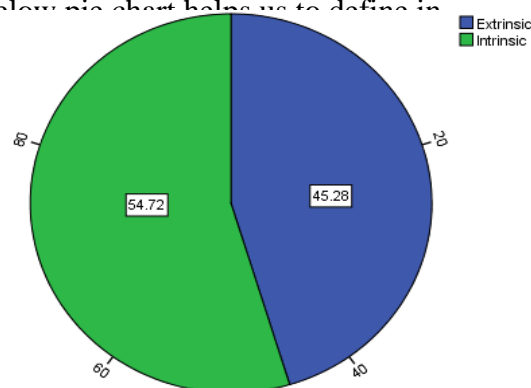
RQ2. To what extent are university students intrinsically and extrinsically motivated for reading the holy Quran?

Table # 4 One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Extrinsic	218	34.0642	4.07934	.27629
Intrinsic	218	41.1651	3.78212	.25616

The mean score of table # 4 indicates that the university students are more intrinsically ($\Sigma 41.1651$) than extrinsically ($\Sigma 34.0642$) motivated for reading the holy Quran. The below pie chart helps us to define in percentage and it states that 54 extrinsically motivated.

Fig:#1



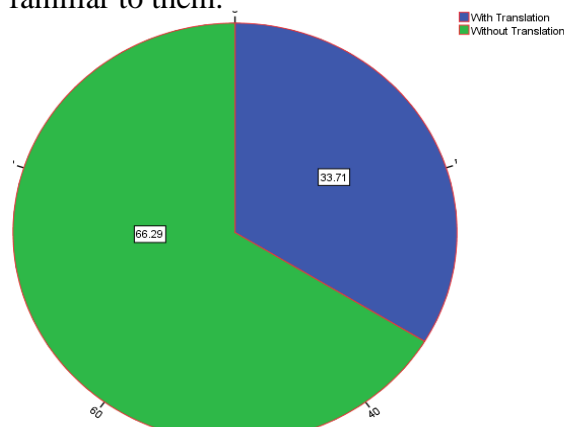
RQ³To what extent are university students motivated for reading the holy Quran with and without translation?

Table # 5 One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Without Translation	218	9.8073	2.40885	.16315
With Translation	218	4.9862	1.34140	.09085

The table # 5 shows that the majority of university students read the Quran without translation ($\Sigma 9.8073$) while only a few ($\Sigma 4.9862$) students are motivated for reading the holy Quran with translation. The below pie chart explains that 66.2% read without translation and only 33.7% read the holy Quran with translation. The pie chart is presented because sometimes non-statisticians may not understand findings of the study in mean score and percentage sounds very familiar to them.

Fig:#2



RQ⁴. Is there (if any) significance difference between male and female university students intrinsic and extrinsic motivation for reading the holy Quran?

Table # 6 Mean Difference Report			
Gender		Extrinsic	Intrinsic
Male	Mean	34.2963	41.1389
	N	108	108
	Std. Deviation	4.22779	3.97764
Female	Mean	33.8364	41.1909
	N	110	110
	Std. Deviation	3.93413	3.59790
Total	Mean	34.0642	41.1651

	N	218	218
	Std. Deviation	4.07934	3.78212

The table # 6 answers the last research question i.e. mean difference of male and female university students' motivation for reading the holy Quran. Interestingly, the findings shows that in extrinsic motivation males are M 34.2963 more with a few points than female 33.8364 while in intrinsic motivation females are 41.1909 more with a few point than male 41.1389. But statistically it cannot be assumed who is greater. However, it is already clear in table # 3 that both are more intrinsically motivated.

Table # 7 Independent Samples Test

		Levene's Test for Equality of Variances		t-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Extrinsic	Equal variances assumed	1.108	.294	.832	216	.406	45993	55299	-63002	1.54988
	Equal variances not assumed			.831	214.255	.407	45993	55336	-63079	1.55066
Intrinsic	Equal variances assumed	2.262	.134	-.101	216	.919	-.05202	.51351	-1.06415	.96011
	Equal variances not assumed			-.101	213.017	.919	-.05202	.51398	-1.06516	.96112

Table # 7 is an independent sample also known as t-test that also states that there is no significant difference between male and female in motivation for reading the holy Quran.

Discussion

After the statistical analysis of the responses of the participants the researcher find out that the motivating factors among 218 university students are intrinsic in nature because the respondents believes that reading holy Quran is compulsory for every Muslim and give mean score ($\Sigma 4.5642$). The participants also give highest mean score to the questionnaire item that indicates that university students read holy Quran because it is a guideline to live better and happy life i.e., ($\Sigma 4.6009$). Moreover, students' responses also indicates that majority of the university students read holy Quran because holy Quran is the best book for mankind and give the highest mean score ($\Sigma 4.6422$). Furthermore, the responses to

second research question that investigated the intrinsic and extrinsic motivation of university students' for reading holy Quran revealed that majority of the respondents i.e., 54.7% are intrinsically motivated for reading holy Quran while 45.2% participants are extrinsically motivated.

The answers to the third question of investigation is about university students' motivation for reading holy Quran with and without translation shows that mostly university students do not read holy Quran with translation. This is because reading Quran with translation takes more time and they have burden of university assignments. The pie chart indicated that 66.2% university students read holy Quran without translation and only 33.7% read the holy Quran with translation. The last research question that investigated the significant difference (if any) between male and female university student's intrinsic and extrinsic motivation for reading the holy Quran concluded that there is no significant difference between male and female university students' motivation for reading the holy Quran. The overall discussion of the findings in a nut shell, most of the university students both males and females are intrinsically motivated for reading holy Quran. But they lack this type of motivation for reading holy Quran with translation as mostly students read holy Quran without translation.

Conclusion

The study briefly outlines its core aim i.e. university students' intrinsic and extrinsic motivation for reading the holy Quran with and without translation. It constructs its four main objectives (1) the most important motivating factors, (2) intrinsic and extrinsic motivation, (3) motivation for reading with or without translation and last but not least (4) significance difference (if any) between male and female university students for reading the holy Quran. The study employs the quantitative

research method by adapting a research questionnaire to collect data from various university students (*N* 218) including male (*N* 108) and females (*N* 210). The most popular software i.e. SPSS version 22 is used to analyze the collected data. Fruitful findings and discussions of the study indicates that university students are highly intrinsically motivated to read the holy Quran but most of them are not motivated to read with translation. Lastly, there is no significance difference found between male and female university students' motivation for reading the Quran.

Recommendation

The study recommends that university students should be intrinsically motivated for reading holy with translation because majority of the respondents read holy Quran without translation. Reading with translation will give better understanding of the orders of Allah Almighty. The universities should provide extra class for teaching and learning holy Quran with translation along with their course subjects because the findings shows that a good number of students don't know how to read holy Quran. This initiative will give students the effective and better exposure to their religious life and help them improve their living standards according to the teachings of holy Quran.



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