

Dysfunctional Families and Crime: Righting the Wrongs



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Pertinent Questions

- * Why are our youth involved in social ills?
- * Why are they putting their future in jeopardy?
- * What and how can Islamic education make these wrongs right?

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3 key points

- * Dysfunctional families and its symbiotic relationship with social ills and some home truths
- * The role of Islamic education and inculcation of values
- * Recommendations

Dysfunctional families and its symbiotic relationship with social ills and some home truths

- * The first home-truth; the rise in social ills and violent crime parallels the rise in dysfunctional families



Second Home Truth

- * social ills and youth criminal behavior has its roots in habitual deprivation of parental love and affection going back to early infancy



Third Home Truth



- * Most delinquents are children who have been abandoned by their fathers

Fourth Home Truth

- * Inconsistent parenting, family turmoil, and multiple other stressors compound the rejection of these children by these parents, many of whom became criminals during childhood



Fifth Home Truth

- * Conforming to Merton's sociological theories, a survey of inmates in state prisons in the US (late 1990s) showed very low education levels. Many could not read or write above elementary school levels, if at all.



The Role Of Islamic Education In Strengthening The Family

- * Al Ghazali in his Book of Knowledge wonders how one who sought no knowledge can be moved to any noble deed? One of his wise men also said that “Verily, I pity no one as I pity the man who seeks knowledge but understands not, and him who understands and seeks it not”.





- * “... In classical Muslim civilization, advices from the scholars were not only eagerly sought after but also seriously acted upon. Indeed, the flourishing classical Muslim civilization was totally obsessed with knowledge: with seeking it, acquiring it, talking and arguing about it, defining it, building institutions for dispensing it, writing about it, reading about it, collating it, and disseminating it.”

Ziauddin Sardar in his Preface to al-Ghazali

Improvement Of Quality, Productivity And Performance Of Islamic Education

Plan of action must be put into place by including these factors;

- * focusing on the individual
- * assisting vulnerable families
- * illuminating knowledge
- * re-educating the Muslim Intellectuals
- * mainstreaming educators
- * enhancing the role of religious leaders

”Would not the sick die if he is given no food or drink or medicine, one of his wise men inquires. “Yes”, says the assembled gathering, to which the wise man replies, “Similarly the heart will perish if it is cut off from wisdom and knowledge for three days”. And al-Ghazali adds, “whosoever lacks the love of knowledge has an ailing heart and his death is certain”

Al Ghazali

THANK YOU

