

ASSESSING THE QUALITIES OF ISLAMIC STUDIES TEACHERS IN SOKOTO SOUTH LOCAL GOVERNMENT AREA SOKOTO STATE OF NIGERIA

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ABSTRACT

This research is the assessment of qualities and quantities of Islamic studies teachers in Sokoto South Local Government area, Sokoto State, Nigeria. The study used descriptive survey designed with a population of 86 respondents which comprises principals, HOD and Islamic Studies teachers, the finding shows that the government need to improve the quality and quantity of Islamic Studies teachers, the teachers should use different teaching methods in teaching Islamic studies, the teachers spouse to be competent in using instructional materials, the management should allow Islamic teachers to go for professional training. The research recommended that government should restrict recruiting unqualified Islamic studies teachers by making sure that all those to be recruited into recognized institutions they attended like colleges of Education and Universities, government should improve the status of those unqualified teachers to qualified one by organizing periodic seminars, workshops, capacity building courses and refresher courses, Islamic studies teachers need to developing instruction method to teaching orientated subjects to improve their competencies and learners understanding, and government should paces more premium on sending auxiliary Islamic studies teachers to obtained training in education so as to build up solid foundation.

Keywords: Qualities, quantities, professional training, instructional materials

INTRODUCTION

Education is a social instrument through which man can guide his destiny and shape his future. Without education, the training of the human mind is incomplete. Furthermore education is a corner stone of economic, social, and political development, hence effort by different governments and communities to provide qualitative and quantitative teachers at different levels became increased (Garba, 2014). In recent times, there has been a growing public anxiety about the teaching and learning of religious education in Nigerian schools. Studies showed that large number of students seems to learn very little religious education at school, learning tends to be by rote and therefore students find learning Islamic studies to be difficult (Eyibe, 1990; Jegede, 1992; Salau, 1996).

The quality of Islamic teaching and learning has also been questioned over time by parents, Islamic educators, and the general public and even by the government (Adepoju, 1991; Ivowi,

Okebukola, Oludotun & Akpan, 1992; Okebukola, 1997). Religious education teaching in Nigerian schools has been criticized because of the poor performance of Nigerian students in religious subjects relative to their counterparts in other countries. A number of factors have been identified to be responsible for these poor performances in Islamic studies from the various studies conducted in Nigeria. These include the lack of motivation for most teachers, poor infrastructural facilities, inadequate textual materials, attitude of students to learning, lack of teaching skills and competency of Islamic studies teachers, and lack of opportunities for professional development for Islamic studies teachers (Brahimoh & Okedeyi, 2001; Folaranmi, 2002; Okebukola, 1997; Olaleye, 2002; Olanrewaju, 1994). Other studies mentioned that poor classroom organisation, lack of management techniques and poorly co-ordinated student activities also reduced the quality and quantity of Islamic studies teaching and learning (Akale & Nwankwonta, 1996). (Ivowi 1992) also found the shortage of funds for equipment and materials for fruitful practical work; especially that large class size in most schools is a problem.

Some other researchers also attribute low percentage of students who pass examinations in Islamic studies, to dissatisfaction with the syllabus, teachers' qualifications, workload, experience and disposition, general lack of teaching skills, and the ineffective style of delivery of subject matter (Adepoju, 1991; Salau, 1996 Okebukola 1997) Paints a gloomy description of Islamic studies teaching in Nigerian schools when he asserts. The Islamic studies class begins with a brief chat as an introduction. This is followed by the reading of the notes by the teacher to the students. At the end of the lesson, the left over notes on the topic is given to the class captain. In the class free time, the class captain copies the notes on the board or models the teacher by reading the notes for other students to copy.

Research findings have further supported the concerns of Okebukola (1997) that teaching methods could result in poor state of learning and students' achievement in Islamic studies (Adeyemi, 1990; Balogun, 1983; Odubunmi, 1986, 1998). A number of researchers however provide evidence that teachers' content knowledge has an effect on both the content and the processes of instruction, thus influencing both what and how they teach (Haimes, 1996; Shulman, 1987; Treagust, 2002). Over the years, Islamic studies educators and researchers in Islamic studies education have intensified their efforts to seek a clearer understanding of the issues involved in the declining performance of students in Islamic studies. Studies indicated that research efforts have proposed various suggestions and recommendations for improving the quality and quantity of Islamic studies teaching and learning in Nigerian classrooms (Ajewole, 1994; Busari, 1996; Igwebuike, 1996; Odubunmi, 1981; Okebukola, 1992; Olanrewaju, 1986).

However, despite these various suggestions for improvement, the quality of Islamic studies teaching and learning and students' achievement in secondary Islamic studies continues to decline (Ikeobi, 1995; Ivowi, 1995). This is also evident in a recent report by the Shelter Right Initiative (Olubusuyi, 2003) that for eight consecutive years, between 1992 and 1999, Nigerian candidates trailed behind their counterparts from other countries in the West African region based on performance in Islamic studies subjects conducted by the West African Examinations Council (WAEC) and National Examination Council (NECO). The attitude of society to Islamic Studies

and the teaching profession, compared to other professions in the country, could be responsible for these lingering problems.

Also, the non-involvement of all the key stakeholders in Islamic studies education in Nigeria including teachers, students, school principals, education officers, teacher educators, curriculum planners, Parent Teachers Associations, professional bodies and educational leaders to gain their support in examining the actual situation of Islamic studies teaching and learning could be a factor. There is therefore the need to involve key stakeholders to reveal a realistic ideal picture through which recommendations could be made in the context of Islamic studies education in Nigeria. This in essence will help to arrest the decline in the quality of secondary Islamic Studies education.

STATEMENT OF THE PROBLEM

Islamic Studies in Secondary schools of Sokoto South local Government area is facing serious enormous challenges due to lack of qualified teachers. The current situation of Islamic Studies teaching and learning in Sokoto is a concern to all, including government and the society at large. Research indicates that many students found Islamic Studies to be difficult, boring and not interested. What is currently happening in the teaching and learning of Islamic Studies in Nigerian schools and also to identify the factors that are limiting the quality and quantity of Islamic Studies education. Furthermore, one needs to develop a reasonable ideal picture for which the nation can strive towards within the existing resource limitations. This is the reason why this study is to be embarked upon in order to assess the qualities and quantities of Islamic Studies teachers in Sokoto South Local Government Area with a view to find out realistic situation and offer solutions to the problems

OBJECTIVES OF THE STUDY

The research will be guided by the following objectives:-

1. To examine the strength of Islamic Studies teachers in Sokoto South Local Government Area and their educational qualifications.
2. To examine the instructional method employed by Islamic studies teachers in Senior Secondary Schools in Sokoto South Local Government Area.
3. To find out the competencies of Islamic studies teacher, teaching Islamic Studies in Senior Secondary Schools in Sokoto South Local Government Area.

RESEARCH QUESTIONS

The following questions are formulated to guide the conduct of the study:

1. What is the strength of Islamic studies teachers in Sokoto South Local Government Area and what are their educational qualifications?
2. What kind of instructional method do teachers of Islamic Studies employed in teaching Senior Secondary Schools in Sokoto South Local Government Area of Sokoto state?
3. How competent are they in their teaching in senior secondary schools within the Sokoto South Local Government Area?

METHODOLOGY

The researcher would use a descriptive survey design. A descriptive survey design involves obtaining information from a wide range of respondents (Amin, 2005). Descriptive survey designs collect data on preferences, attitude, practices and concern of people from a given phenomenon at a particular time. The design will be used to help gather data from Principals, HODs, and Islamic studies Teachers in relation to quality and quantity of Islamic studies teachers

Population of the Study

In Sokoto south local government area, there are a total of 78 teachers, 7 Principals, and 7 HODs. The population of the study comprised all the 7 Government Senior Secondary Schools in Sokoto South Local Government. Thus, the population of the study will involve Principals, Islamic studies HODS, and Islamic studies teachers as indicated in table 3 below.

Table 3 Population of the Study

Category	Population	Sample
Principals	7	5
HODs Islamic studies	7	5
Islamic studies teachers	78	75
Total	106	85

Source: Education Resource center (2017)

Sample and Sampling Techniques

A total of 85 respondents were selected. This comprised 5 Principals, 5 Islamic studies HODs, and 75 Islamic studies teachers which were selected from the Senior Secondary Schools in Sokoto South Local Government. Purposive and simple random sampling was used in selecting schools and teachers for the study. The total sample of the study therefore is 86.

Table 4: Sample of the study

CATEGORY	SAMPLE
Principals	5
HOD's	5
Islamic Studies Teachers	75
Total	86

Instrumentation

The research employed questionnaire to collect the data. This instrument consist of two sections A and B. Section A retrieved information on the respondents personal data. Section B sought information on the variables of the study. Likert-scale type response system will be used to get



response from the respondents. The rating items were based on 5 scales as follows: Strongly Agree, Agree, Disagree, Strongly Disagree and undecided (Galadima 2009). The questionnaires were constructed by the researchers. The questionnaire is entitled, assessment of quality and quantities of Islamic studies teachers in Sokoto South Local Government area.

Validity of the Research Instrument

In order to ascertain face validity, the instrument the questionnaire was given to the supervisor for assessment who works with the Department of Educational Foundation Faculty of Education, Usmanu Danfodiyo University, Sokoto. Thereafter, the instrument was revised according to the Supervisor comments. In order to establish the reliability of the instrument a pilot study was conducted on 20 respondents in two Schools in Sokoto North Local Government. The School was not part of the sampled Schools.

The research after 2 weeks test-reflect was also administered and result was correlated using Pearson product moment correlation co-efficient and obtained a reliability index of 0.76. This shows that the instrument is reliable to be used in the research.

Method of Data Collection

Questionnaires and Interviews were the main instruments for data collection. Multiple instruments were used because Uma (2000) argued that their use lends rigor and credibility to the findings of any research because information is obtained from various angles. The way the instruments were used is presented below;

Questionnaires

Questionnaires were used in collecting data, about 86 questionnaires were available to the respondents.

Interview

The researcher used interview as a second means of collecting data where 86 respondents were interviewed for data collection.

Data Analysis

The researcher used statistical package for social science (SPSS) to retrieve, analyze and interpret data of the respondents with the use of simple frequency and percentages to analyze the data. Section A of the questionnaire will be analyzed by descriptive statistics with the use of percentages.

DISCUSSION OF FINDINGS

In the study, a total number of 5 Principals, 6 Islamic studies HODs and 75 Islamic studies teachers were be sampled giving a total of 86 questionnaires that were distributed. A total of 75 (100%) fully completed questionnaires were returned of which 75 (100%) were filled by vendors and students respectively. This gave a response rate of 100% as illustrated in Table 4.1 below:

Table 4.1: Questionnaire Return Rate

Respondent category	Number issued out	Number returned	Percentage (%)
Principals	5	5	100
HODS	6	6	100
Islamic studies teachers	75	75	100
Total	86	86	100

Source: Field Data 2017

Table 4.1 show the information obtained analyzed in terms of frequencies and percentages. Responses from interviews and discussions with teacher’s staff were used to supplement responses from the closed ended questionnaires. The response rate was considered reasonable because at least more than 50% of the targeted respondents participated in the study. The researcher felt that the views expressed in the report is therefore representative of the target population.

Demographic Characteristics

TABLE 4.1 Show the sex of the respondents

	Frequency	Percent
Male	53	72.6
Female	20	27.4
Total	73	100.0

Source: Field Data 2017

The table shows the respondents comprised of both male and female .The percentages of male were 72.6% were male and 27.4 % female. Although the numbers of female were less in study categories of respondents, it still helped in giving information that was necessary for the study. Involving female respondents helped in reducing biases that the use of one sex could have risked the study.



Table 4.3 Qualification of the respondents

	Frequency	Percent	Valid Percent
NCE	21	28.8	18.8
DEGREE	51	69.9	8.7
MASTERS	1	1.3	1.4
Total	69	100.0	100.0

Source: Field Data 2017

Table above shows the qualification of the respondents which the result indicate that 51 (69.9%) of the respondents have degree, 21 (28.8%) are NCE holders, while 1 (1.3%) are Masters holder. The finding above shows that majority of the respondents are Degree holders with the highest percentage of 69.9%.

Table 4.5 Marital status of the respondents

	Frequency	Percent
Single	28	38.4
Married	45	61.6
Total	73	100.0

Source: Field Data 2017

According to table out of 73 respondents the marital status of respondents was observed to be as follows. 45(61.64%) of the responded were found to be married where as 28(38.4%) of the respondents were found to be single.

RESEARCH QUESTION ONE

Qualification by Islamic studies teachers

Table 4.1 Show opinion of the Islamic studies teachers that are qualified to teach in your school.

Item	Frequency	Percent
Strongly Agree	38	52.1
Agree	21	28.8
Strongly Disagree	14	19.2
Total	73	100.0

The table shows the respondents opinion weather Islamic studies teachers are qualified to teach, the result above shows that 38 (52.1%) of the respondents are strongly disagree, 21 (28.8%) are agree, while 14 (19.2%) were strongly agree on the issue. The finding above shows that majority of the respondent are in agreement on the issue with the highest percentage 80.9%. Which implies

that majority of the Islamic studies teachers in Sokoto South are qualified teachers with teaching qualification and are qualified to teach in Secondary Schools?

Table 4. Does the teachers have minimum teaching qualification in your school

Item	Frequency	Percent
Strongly Agree	22	30.1
Agree	21	28.8
Disagree	19	26.0
Strongly Disagree	11	15.1
Total	73	100.0

The table shows the teachers with minimum teaching qualification the result above shows that 22 (30.1%) of the respondents are strongly agree, 21 (28.8%) are agree, 19 (26.0%) were disagree while 11 (15.1%) were strongly disagree on the issue. The finding above shows that majority of the respondents are in agreement on the issue with the highest percentage 58.9%. This implies that majority of the Islamic studies teachers in Sokoto South have the maximum teaching qualifications and are qualified to teach in Secondary Schools.

Table 4.3 Islamic studies teachers are using various teaching method in teaching

Item	Frequency	Percent
Strongly Agree	36	49.3
Agree	32	43.8
Disagree	05	6.8
Total	73	100.0

The table above shows the respondents opinion weather Islamic studies teachers use various teaching method the result above shows that 36 (49.3%) of the respondents are strongly agree, 32 (43.8%) are agree, while 5 (6.8%) were disagree on the issue. The finding above shows that majority of the respondents are in agreement on the issue with the highest percentage 73.2%. Which implies that majority of the Islamic Studies teachers in Sokoto South is using various teaching methods in teaching Islamic Studies.

Table 4.4 Influence teachers, qualified them in teaching Islamic Studies in your School

Item	Frequency	Percent
Strongly Agree	7	9.5
Agree	19	26.0
Disagree	25	34.2
Strongly Disagree	22	30.1
Total	71	97.3

The table above shows the respondents opinion weather influencing teachers qualified in teaching Islamic studies teachers in your school the result above shows that 25 (34.2%) of the respondents are disagree, 22 (30.1%) are strongly disagree, while 19 (26.0%) were agree on the issue and 7 (9.5%) are strongly agree on the issue. The finding above shows that majority of the respondents are in disagreement on the issue with the highest percentage 64.3%.

Table 4.5 The quality of Islamic studies teachers affect students performance in your school

		Frequency	Percent
Valid	STORNGLY AGREE	47	64.4
	AGREE	10	13.7
	DISAGREE	16	21.9
	Total	73	100.0

The table above shows the respondents opinion weather quality of Islamic studies teachers affect students' performance in your school the result above shows that 47 (64.4%) of the respondents are strongly agree, 10 (13.7%) are agree, while 16 (21.9%) were disagree on the issue. The finding above shows that majority of the respondent are in agreement on the issue that quality of Islamic studies teachers affect students' academic performance in Secondary Schools in Sokoto South local Government. The interview conducted with the management concern it implies that students are performing well in the National Examination because majority of the high grade are from Islamic Studies.

Table 4.6 Islamic studies teachers focused on methods, like demonstration, practical reading and role play.

		Frequency	Percent
Valid	STORNGLY AGREE	14	19.2
	AGREE	27	37.0
	DISAGREE	18	24.7
	STRONGLY DISAGREE	14	19.2
	Total	73	100.0

The table above shows the respondents opinion weather quality of Islamic studies teachers focus on methods like demonstration, practical and role play the result above shows that 27 (37.0%) of the respondents are agree, 18 (24.7%) are disagree, while 14 (19.2%) were on strongly agree and strongly disagree on the issue. The finding above shows that majority of the respondent are in agreement on the issue Islamic studies teachers in Sokoto South are using different method in teaching and learning process. The interview that were conducted shows that majority of the Islamic studies are really on different teaching method like demonstration, practical and role play because Islamic studies cannot be taught without using those kind of methods.

RESEARCH QUESTION TWO

Instructional method used by Islamic studies teachers while teaching

Table: Teachers relied on discussion and demonstration method while teaching in the classroom

Item	Frequency	Percent
Strongly Agree	19	26.0
Agree	19	26.0
Disagree	19	26.0
Strongly Disagree	16	21.9
Total	73	100.0

The table above shows the respondents opinion weather Islamic studies teachers relied on discussion and demonstration method while teaching in the classroom the result above shows that 19 (26.0%) are all strongly agree, agree and disagree, while 16 (21.9%) were on strongly disagree on the issue. The finding above shows that majority of the respondents are in agreement on the issue Islamic Studies teachers in Sokoto South are relied on discussion and demonstration method during the teaching and learning process.

Table 4.7 Teachers do not seem to understand the required methods of teaching Islamic studies

Item	Frequency	Percent
Strongly Agree	3	4.1
Agree	20	27.4
Disagree	21	28.8
Strongly Disagree	29	39.7
Total	73	100.0

The table above shows the respondents opinion weather quality of Islamic studies teachers do not seem to understand the required teaching method of teaching Islamic studied the result above shows that 29 (39.7%) of the respondents are strongly disagree, 21 (28.8%) are disagree, while 20 (27.4%) were agree on the issue while 3 (4.1%) are strongly agree on the issue. The finding above shows that majority of the respondents are in disagreement on the issue that Islamic Studies teachers do not understand required teaching method in teaching Islamic Studies. The interviews conducted with some HODs found that majority of the Islamic studies teachers have really understand different teaching method.



RESEARCH QUESTION THREE:

Islamic studies teachers’ competencies in using various instructional materials

Table: 4.8 Teachers make use of instructional materials during Islamic studies lesson.

Item	Frequency	Percent
Strongly Agree	31	42.5
Agree	19	26.0
Disagree	17	23.3
Strongly Disagree	6	8.2
Total	73	100.0

The table above shows the respondents opinion weather Islamic studies teachers makes use of instructional materials during Islamic studies lessons, the result above shows that 31 (42.5%) of the respondents are strongly agree, 19 (26.0%) are agree, while 17 (23.3%) were disagree while 6 (8.2%) are on strongly disagree on the issue. The finding above shows that majority of the respondent are in agreement on the issue that Islamic studies makes use of instructional materials during the teaching and learning process. It has been observe that when visited most of the schools there are some instructional materials like praying mats, holy Qur’an and textbooks for teaching Islamic Studies.

Table: 4.9 Islamic Studies teachers are competent enough to use various types of instructional materials while teaching in the classroom

Item	Frequency	Percent
Strongly Agree	34	46.6
Agree	21	28.8
Disagree	17	23.3
Strongly Disagree	1	1.4
Total	73	100.0

The table above shows the respondents opinion weather Islamic studies teachers are competent enough to use various instructional materials in teaching Islamic Studies the result above shows that 34 (46.6%) of the respondents are strongly agree, 21 (28.8) are agree, while 17 (23.3%) were disagree and 1 (1.4%) were on strongly agree on the issue. The finding above shows that majority of the respondent are in agreement on the issue that Islamic Studies teachers are competent enough to use various instructional materials. The interview conducted shows that with the inventing of ICT most of the Islamic studied teachers are families with the ICT that is why they are competent enough to use various instructional materials in teaching and learning Islamic Studies in most of the Schools.



Table: 4.10 Teachers use audio visual aids for teaching Islamic studies

	Frequency	Percent
Strongly Agree	13	17.8
Agree	18	24.7
Disagree	21	28.8
Strongly Disagree	21	28.8
Total	73	100.0

The table above shows the respondents opinion weather Islamic Studies teachers use audio visual aids while teaching the result above shows that 21 (28.8%) of the respondents are disagree, and strongly disagree on the issue while 18 (24.7%) are agree, while 13 (17.8%) were on strongly agree on the issue. The finding above shows that majority of the respondents are in disagreement on the issue, Islamic Studies teachers in Sokoto South are not using audio visual materials while teaching and learning Islamic Studies. The interview conducted with some Islamic Studies HODs found that majority of the Secondary Schools don't have such kinds of instructional materials for the teaching if they have them due to the shortage of power supply they cannot able to operate such kinds of instructional materials.

Table 4.11: The School lacks the required materials such as text book and teaching aids to facilitate the teaching of Islamic Studies

Item	Frequency	Percent
Strongly Agree	27	37.0
Agree	23	31.5
Disagree	8	11.0
Strongly Disagree	12	16.4
Undecided	3	4.1
Total	73	100.0

The table above shows the respondents opinion weather quality of Islamic Studies teachers lacked required textbooks and teaching facilities the result above shows that 27 (37.0%) of the respondents are strongly agree, 23 (31.5%) are agree, while 12 (16.4%) were on strongly agree, 8 (11.0%) are disagree while 3 (4.1%) are undecided on the issue. The finding above shows that majority of the respondents are in agreement on the issue Islamic Studies teachers lacked required current textbooks in teaching Islamic Studies in Secondary Schools in Sokoto South local Government. The interview conducted with Principals and HODs found that Government can take a lot of years before buying current Islamic Studies text books in the Schools because of the change of the new curriculum all the times.

CONCLUSION

The study conclude that, Senior Secondary School Islamic Studies teachers are not well equipped to render Islamic Studies teaching due to the low level of Islamic knowledge In contestably, the Islamic studies teachers did not up hold the use of suitable appropriate method or pedagogies style of importing Islamic based knowledge, so also the findings of the study necessitate reaching a conclusion that the quality of Islamic Studies teachers in the study area is not enough in relation to the availability of schools, moreover, Islamic Studies teachers in Schools under investigation or study have favorable attitude toward dealing with students and their co-workers. Thus, there is signified teacher and those toughed by unqualified hands in academic performance.

Therefore, a qualified teacher is one who knows his subject area very well has the requisite and ability to stimulate students interest throughout the interactive teaching session manage the classroom squarely and develop a greater understanding of human behaviour and exploit the best methods of teaching Islamic studies subject.

RECOMMENDATION

In tune with the findings obtained during the research study, the below recommendations are put toward.

1. Government should restrict recruiting unqualified Islamic Studies teachers by making sure that all those to be recruited into recognized institutions they attended like colleges of Education and Universities.
2. Government should improve the status of those unqualified teachers to qualified one by organizing periodic seminars, workshops, capacity building courses and refresher courses.
3. Islamic Studies teachers need to develop instruction method to teaching orientated subjects to improve their competencies and learners understanding.
4. Government should paces more premium on sending auxiliary Islamic studies teachers to obtained training in education so as to build up solid foundation.

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