IMPACT OF TEACHER INTERACTIVE VARIABLES ON STUDENTS' PERFORMANCE IN ISLAMIC STUDIES IN SENIOR SECONDARY SCHOOLS IN KADUNA STATE NIGERIA

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DECLARATION

I hereby declare that this thesis titled ‘ ***Impact of Teacher Interactive Variables on Students’ Performance in Islamic Studies in Senior Secondary Schools of Kaduna State Nigeria’*** is independently undertaken by me through supervision of Dr A. F Muhammad and Dr S.U El-Yakub. The information cited has been acknowledged in the text and at the reference section of this study. No part of this thesis was previously presented for another degree or diploma at any university.

Haruna Abubakar	Signature	Date

CERTIFICATION

This thesis entitled "Impact ***of Teacher Interactive Variables on Students' Performance in Islamic Studies in Senior Secondary Schools of Kaduna State Nigeria"*** *Haruna* Abubakar meets the requirements governing the award of the degree of masters in Curriculum & Instruction of Ahmadu Bello University, Zaria, and is approved for its contribution to the knowledge in literary presentation.

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DEDICATION

This research work, is dedicated to my father late Malam Abubakar Ibrahim and my mother Malama Fatimatu Dalhatu Zaria, and my children Abdullah, AmatulLah, UbaydulLah and Mulaykah and my wife, Malama Halimatu Usman Jamo for their patience and prayers always.

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ABSTRACT

The study has examined the influence of teacher interactive variable on students' performance. This study has also examined the relationship between Teachers' Interactive Variables such as interest, qualification, attitude, experience and self-efficacy on students' academic achievement in Islamic Studies of Senior Secondary School in Kaduna state. This was found to be paramount because Islamic studies education needs more attention than any subject owing to its enormous contributions to the moral development of youth and old people in the societies and country in general. The interest, attitude and qualification of Islamic Studies teachers play a vital role in any learning process. The implementation of any curriculum depends on societal needs and availability of teaching personnel and their willingness to impact the desired knowledge to learners. The study was set to investigate the impact of teacher interactive variables on students' performance in Islamic studies in Senior Secondary schools of Kaduna state. The respondents of the study comprise of 338 secondary school principals, teachers, supervisors and school administrators. Questionnaire was used as the instrument for data collection. The data collected were analyzed using Simple frequencies mean and standard deviation was used for the research questions and f-test (ANOVA), and (PPMR) correlation coefficient was used to test the hypotheses. Analysis of Variance (ANOVA) and Correlation coefficient was used to retain or reject the null hypotheses. The study used survey research design and applied the method of James sampling in which every two thousand six hundred and fifty (2650) and above, one should take three hundred and thirty as sample size of the research. The result revealed that teacher interactive variables had significant correlation with students' academic performance in Islamic Studies. Although one hypothesis was retain which accept that experience as no any impact on students' academic achievement. The study recommended that it is high time for Islamic studies teachers to further their education and to have positive changes in their attitude towards the teaching of the subject so that the achievement of Islamic studies goals will not be hindered. Furthermore, the stakeholders of Secondary School education are called upon to ensure that only teachers who are qualified and have interest to teach the subject are employed. Attention of curriculum reviewers has also been drawn to the fact that they should design the Islamic Studies curriculum so that it will dance to the tune of the present of society.

Operational definition of terms

In the context of this study, the following are definition of terms used.

I. **Interactive Variable**: Qualities assume that can help in teaching and learning process.

II. **Teachers' qualification**: Any proof of passing or gaining certain degree of knowledge that may enhance professionalism or academic certificate possessed by a teacher to teach.

III. **Attitude:** This refers to outward view of an individual especially the teacher to a particular issue. Its Islamic Studies Teacher's way of brashness, rational, acting, reacting and behaving.

IV. **Teacher experience**: Nature of the events an Islamic Studies teacher has undergone in the teaching of the subject-matter. This usually measures in terms of years or period of working/teaching activities.

V. **Teacher self-efficacy**: The ability or capability of a teacher in teaching the subject-matter.

VII. **Teacher's interest**: A sense of feeling and concentration of Islamic Studies teacher to teach..

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Teachers are central to any meaningful development of school, and majority of education policy discussions focus directly on the role the teachers. There is prima facie case for the concentration on teachers, because they are the largest single budgetary element in the schools. Moreover, parents, teachers, and administrator emphasize the fundamental role that teachers play in the determination of school quality. We will not have better schools without better teachers, but we will not have better teachers without better schools in which teachers can learn, practice, and develop. Teacher is the most indispensable factor in the effective administration of schools and any activity.

Teacher in a professional usage is a person trained, recognized and employed to help learning in and outside classroom situation in order to achieve predetermined goal(s). Teacher since the evolution of human society remains the single most important element that determines the future of the society he belongs to. Teacher serves as the engine that moves the society out of illiteracy, crime, poverty, disease, backwardness and stagnation. Teachers, the world over are known to be the major instrument for character moulding, intellectual development and nation building. They are also seen as facilitators of human development.Their

incompetence hinders development, teacher's work does not stop within the four walls of the class room; teaching and learning begins the day one is born to the day he dies.

Adeniyi (2002), says the term teacher is often used to refer to anybody who imparts information or knowledge or merely instructs anothers. Teacher is a person who imparts knowledge, wisdom and information on a pupil, which brings permanent change in behaviours. Therefore, the people responsible for delivering knowledge, who will realize the stated goals and objectives must possess some qualities that will enable them, achieve the stated aims, not just to an individual but to the society at large.

A teacher plays a central role in the education of students. As such, to facilitate learning, teachers have to display some sense of responsibility and must possess some qualities of leadership that are essential for motivating students. This calls for teachers to create a friendly environment that is free of coercion in the institution. They must teach through cooperation, facilitation, love and caring attitude and not by dictatorship, domination and unnecessary punishment. They must try to raise students' self-esteem. A good teacher creates trust, confidence, interest, enthusiasm and hope; and not by instilling fear, frustration and disappointment. A good teacher is someone who is always willing to learn

something new so that he can expand his knowledge in order to teach effectively and also assist on his students to learn for a better future achievement.

Hallack (1990), cited in Adeniyi (2002), says that the quality of the education system depends on teachers' quality. This view is in line with the National Policy on Education (NPE) (2004) page 9 which says that no education system can rise above the quality of its teachers; Manson (1981) also cited in Adeniyi (2002), supported the attribution of the success of an educational system to the teacher. He argues that teachers' quality is an important input required for high output. Ferguson (1999), is of the view that the quality of teachers in our schools has for decades been a source of concern to all well meaning Nigerians. There are speculations that has resulted in the fall in the performance of students, especially at the secondary school level. This can be attributed to a number of factors among which are teacher qualifications; indeed teacher qualifications and their competency have a significant impact on students' academic achievement.

The teacher is always regarded as a model when he teaches correctly, the students would be good, but this would not be so until the teacher has a very good and sound knowledge of his subject-matter. For an Islamic Studies teacher to be good, he is expected to have the knowledge of the Qur'an, Hadith and Arabic language, this is because the language of Islamic knowledge is Arabic. The Qur'an and Hadith are written in Arabic language. Translation can not adequately

substitute the original version Language, there can hardly be a perfect translation and no two languages are the same. Furthermore, Arabic has a number of words that do not have equivalence in many languages. The language was at infancy during Prophet Adam, it reached the age of adolescence during the life time of Prophet Muhammad. (Ahmed 2007). Islam as a divine religion is perfect, universal and comprehensive. It is a religion that suits all times and it was revealed in Arabic.

One of the main components of a well-designed educational curriculum is assessment of students' performance on the set objectives as well as analysing the variables factors that affects students' performance. Teacher qualification is one of the most significant variables that affect students' performance in Islamic studies. Poor performance; of students comes as a partly as a result of lack of competent and experienced teachers, this indicate that there is the need for investigation to find out what cause the incompetence, inexperience and the lack of qualified teachers.

Other relevant variables that affect students' performance are interest, attitude of teachers and lack of interest of the teachers in Islamic studies. These cause poor performance of students as a result of the inferiority complex that the teachers of Islamic studies show in their schools, because they regard their subject

as the least among other subjects. Positive attitude, interest, dedications are among the qualities of a competent teacher.

However another teacher's variable is attitude. Attitude is concerned with an individual's way of thinking, acting and behaving. Attitudes are formed as a result of some kind of learning experiences. They could be learnt simply by following the examples or opinion of parents, teachers or friend. Bandura (1971) demonstrates that, behaviour is acquired by watching another (model, teacher, parent, mentor, and friend.) that performs the behaviours. When the attitude of a teacher is good, it plays a vital role in the teaching and learning situation, the learner draws from his teachers' manner and disposition to form his own attitude, which may likely affect his learning outcomes. The behaviour of the teacher is a model; as soon as he acts in way the learner observes and tries to imitate it. Teachers are habitually, role models whose behaviours are easily copied by students. What a teacher likes or dislikes, or appreciates could have a significant effect on his students' learning. Unfortunately, many teachers hardly ever realize the effect of their behaviour negatively or positively on learning.

In essence, teachers' attitudes directly affect students' attitudes, teachers' attitudes are in turn, influenced by their cultures and believers. Teachers' attitudes towards their students in school must be good enough to carry students along.

Although the performance of students to a large extent depends on the teachers' ability to impart knowledge, this also has bearing with some variables such as self-efficacy, interest, attitudes, qualification and the experience expected from the teachers. The attitude of teachers towards teaching exhibit their qualifications and interest. An unhealthy attitude developed by students towards studying Islamic Studies is connected to the teachers' attitude towards teaching the subject. An interested and enthusiastic teacher transmits knowledge and understanding of subject matter to the students.

Thus the study focuses on the impact of teachers interactive variables on the performance of students in Islamic Studies in secondary schools in Kaduna State.

1.1 Statement of the Problem

Efforts at improving the quality of the teacher as a means of ensuring students achievement is a universal concern by all stake holders in education, Nigeria should not be an exception. Good interaction with the students in the learning process has more impact to their learning. Similarly, mastery of a subject matter is vital for a successful teaching career. The issue of quality of teachers and its effects on students' performance in Islamic Studies is an important issue that needs to be taken seriously. Most of the teachers that teach Islamic studies are not competent to and their attitude towards teaching the subject is poor, their

incompetence caused negative consequences on the students' performance. (Ibrahim 2008)

What motivated the researcher to undertake a research in teacher's interactive variables is that variables towards the teaching of any subject play a significant role in shaping the attitude of students. The problems specifically include the fact that, some students have phobia on the teachers because of their bad interaction with students. Several attempts by the government and other stakeholders in education to achieve the formulated objectives of Islamic studies, (it seems) have not yielded positive results particularly in Secondary schools in Kaduna State. The failure rate is rising day in and day out. Therefore, there is, the need to look and find out the causes of this poor performance in Islamic Studies. The interaction between teacher and students should be like father and son or similar affection. When there is fear between teacher and students, learning may be hampered. This needs to be addressed for its significance. Moreover the issue of qualification is of paramount importance in the learning and teaching process.

The connection between teacher-quality and students' leaning achievements in Islamic studies requires an investigation in order to resolve this educational problem. Interaction between teacher and students should not be only in class room, because it is important to maintain a smooth relationship through which the teacher can achieve the aims and objectives of Islamic Studies

education. This study is going to discuss in detail on teachers' variables which would help both teachers and government in curriculum planning.

In summary here are the problems of the study:

Majority of the Islamic Studies teachers i are not specialist in the subject. Many lack the knowledge of Arabic language which is the language of the subject, they are inexperience, they teach the subject as the last option and the worsening and deteriorating condition of Islamic Studies teachers is the feeling of being inferior to other subjects' teachers.(Lack of self- esteem).

The schools administrators disregard Islamic Studies subject because the class and examination time -table of the subject are always towards the end of the day when the students are tired, mentally exhausted and are eager to go home or dining hall for lunch.

1.2 Objectives of the Study

The study is set to achieve the following objectives:

I. to find out the views of respondents on the impact of teachers' self-efficacy on students' performance in Islamic Studies in Secondary Schools in Kaduna State;

II. to determine from views of respondents the impact of Teachers' Interest on students' performance in Islamic Studies in Secondary Schools in Kaduna State;

III. to examine the impact of Teachers' attitudes on students' performance in Islamic Studies in Secondary Schools in Kaduna State as viewed by the respondents;

IV. to find out whether Teachers' qualification has any impact on students' performance in Islamic Studies in senior secondary Schools in Kaduna State;

V. to find out whether Teachers' years of teaching experience has any impact on students' performance in Islamic Studies in Secondary Schools in Kaduna State.

1.3 Research Questions

In the light of the problems and the objectives of the study stated, the study attempts to find answers to the following questions:

I. Is there any difference in the views of respondents on the impact of teachers' self-efficacy on Secondary Schools students' performance in Islamic Studies in Kaduna State?

II. Is there any influence of teachers' interest on the performance of Secondary Schools students in Islamic Studies in Kaduna state viewed by the respondents?

III. Does the views of respondents on the impact of Teachers' attitude to students' performance in Islamic Studies in Secondary Schools

in Kaduna State; the attitude of teacher influence students' performance in Islamic Studies in senior secondary schools in Kaduna state?

IV. Would the teachers' qualification affect their views on the academic performance of students of Islamic studies in Secondary Schools in Kaduna state?

V. Does the teachers' year of teaching experience affect their views on the performance of students in Islamic Studies in Kaduna state?

1.5 Research Hypotheses

The research would test the following null hypotheses:

H 01: There is no significant impact of Teachers' self-efficacy on the performance of Senior Secondary Schools students in Islamic Studies in Kaduna State as viewed by the respondents

H 02: There is no significant impact of Teachers' interest on the performance of Senior Secondary Schools students in Islamic Studies in Kaduna State viewed by the respondents

H 03: There is no significant impact of Teachers' attitudes on the performance of Senior Secondary Schools students in Islamic Studies in Kaduna State viewed by the respondents

H 04: There is no significant difference in the opinion of respondents on the performance of Senior Secondary Schools students in Islamic Studies in Kaduna State with respect to their Teachers' qualification

H 05: There is no significant difference in the opinion of respondents on the performance of Senior Secondary Schools students in Islamic Studies in Kaduna State with respect to their Teachers' experience

1.7 Basic Assumptions

This study is based on the following assumption:

I. It is assumed that Islamic Studies teachers differ in their interactive variables.

II. It is assumed that the schools use the same syllabus in teaching Islamic Studies .

III. It is assumed that respondents possess the qualification and experience that warrants them to respond to the questionnaire.

IV. It assumed that the experiment used for data collection is valid and reliable enough to generate the needed data since it had been validated and trial tested.

V. It assumed that the result of the study can be applied to the others scholars secondary school teaching Islamic studies in Kaduna State

experience would help immensely in teaching Islamic studies in senior secondary schools in Kaduna state.

1.8 Significance of the Study

The significance of the study lies in the fact that the society is dynamic, and the curriculum which aims at serving the need of society must accommodate the changes that occur. Curriculum evaluation is an elaborate exercise that considers all aspects of the curriculum. The adequacy of goals and objectives, content, learning experience, methods of instruction and instructional materials for curriculum implementation, teacher and the evaluation procedures. The researcher would examine the Impact of teacher interest, qualification, attitude, self-efficacy, and teacher experience on the students' performance.

The findings of the study are expected to guide government to revise its teacher's recruitment policy. It is also expected to provide an insight to the sustainability and effectiveness of teachers.

The result of the study would also help policy makers and educationists to identify some other problems in order to boost both teachers and students' performance in Islamic Studies in senior secondary schools. The outcome of the study is therefore expected to assist all stakeholders in the teaching of Islamic Studies as a subject particularly at senior secondary school level, to fashion out appropriate strategies that would enhance the teaching and learning of the subject.

In additions, the study would determine the adequacy and quality of teachers and how they can influence effectively the teaching of Islamic studies as a subject in Kaduna State. It will serve as reading resource that can provide necessary information on quality of teachers and teaching variables. It will be useful to the teachers, educational administrators and reference materials for further researchers.

1.9 Scope of the Study

The scope of the study is limited to the teachers' variables such as self-efficacy, qualification, interest, attitude and experience, and their impact on students' performance in Islamic studies in senior secondary school of Kaduna state.

Students and teachers of Islamic Studies are the target of the study. The area covered by the study is Kaduna state in which some schools were selected.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section reviews literature related to the study. The areas reviewed are as follows: conceptual framework of the study; teaching, performance and concept of Islamic Studies. Furthermore, the study review related literature on the teacher interaction variable on students' performance, such as Teachers' Efficacy, interest, attitudes, qualification and experience.

2.2 Theoretical Framework

The rapid changes and increased complexity of today's world present new challenges and put new demands on our education system. There has been generally a growing awareness of the necessity to change and improve the preparation of students for productive functioning in the continually changing and highly demanding environment. In confronting this challenge it is necessary to consider the complexity of the education system itself and the multitude of problems that must be addressed. Clearly, no simple, single uniform approach can be applied with the expectation that significant improvements of the system will occur. Indeed, any strategy for change must contend with the diverse factors

affecting the education system, the interactions of its parts, and the intricate interdependencies within it and with its environment.

Kerlinger (1965) has defined the terms theory of teaching: "A theory of teaching is a set of interrelated constructs, definitions, propositions which present a systematic view of teaching by specifying relations among variables with the purpose of explaining and predicting".

Under this definition main emphasis has been given on the relationship among teaching variables (teachers' interactive variables). The purpose of relationship is to understand, predict, control teaching tasks and interact with students.

Burner (1964) defines the theory of teaching as the explanation of "general methodology of teaching".

Smith (1969) gives a statement as a definition of theory of teaching. " The teacher who is not theoretically trained will interpret events and objects in terms of comminuting concepts that have come from the experience of the race permeated without model ideas about human behaviour.

It considers the teacher-behaviour, the cause and student's learning effect. It explains, predicts and controls the ways in which the teacher-behaviours affects the learning of students. A theory of teaching must answer the questions of the teaching for efficient learning.

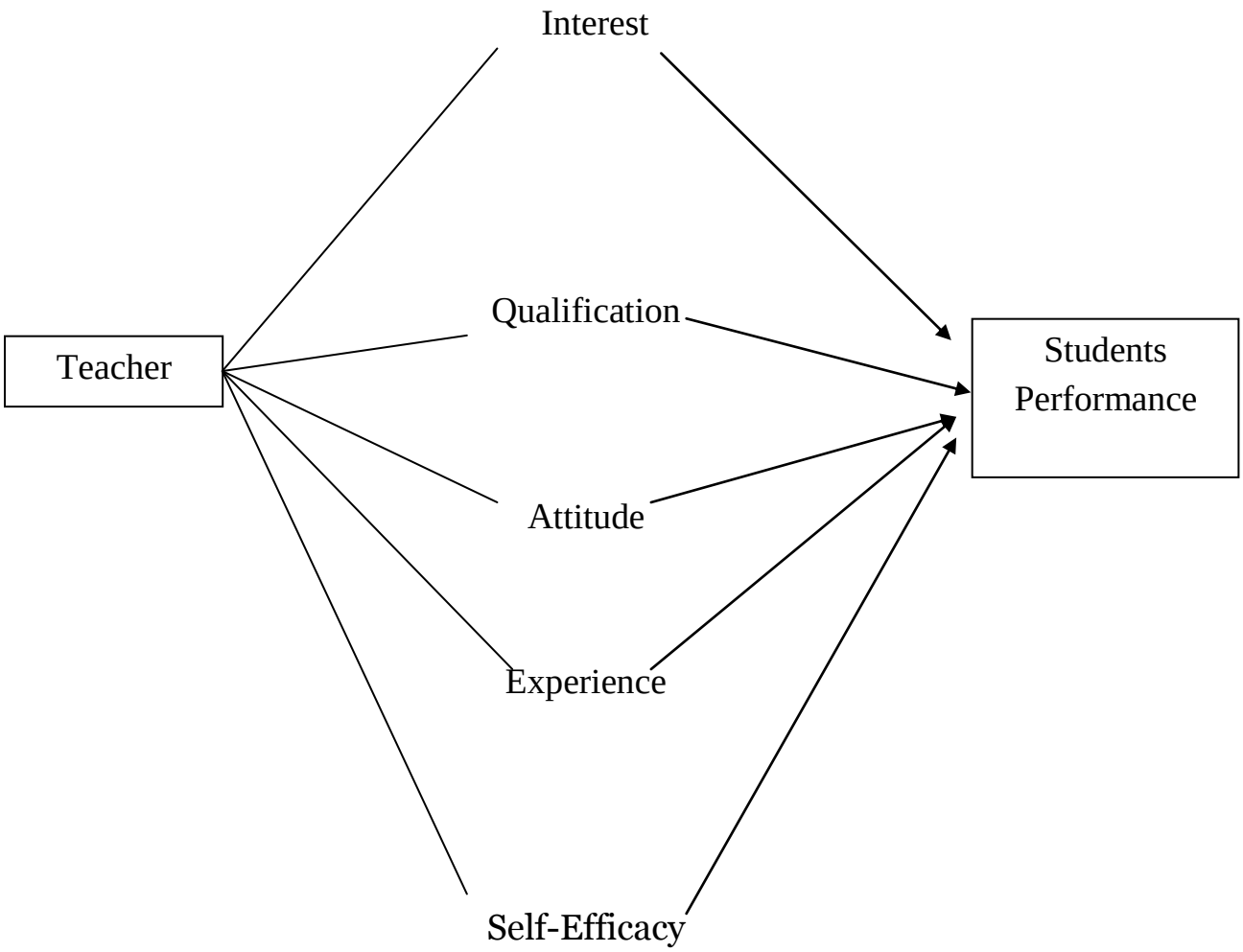
Need for a theory of teaching

A teaching theory has the following advantages:

1. Teaching theory explains the relationship between teaching and learning and indentifies common factors.
2. Teaching theory gives the knowledge about the assumptions of teaching activities which provide guideline for organizing teaching
3. The instructional designs can be developed with the help of theory of teaching.
4. Teaching theory provides the scientific basis for planning, organizing, leading and evaluation the teaching.
5. The classroom teaching problems may be studied scientifically through the knowledge of teaching theory.
6. The pupil-teachers can develop teaching skills and competency by employing the knowledge given by theory of teaching.
7. Teaching objectives may be successfully achieved by the use of teaching theory.
8. The effective teachers enable produced with the use of teaching theory.
9. Theories of teaching may be used to increase the understanding, prediction and control of teaching.

There are many different theories of learning as I mentioned. For the purpose of this study, the researcher looks at the theory of Burns, (1995).Which analyses teaching and learning activities and that teachers should have the following variables to make teaching and of learning effectively.

This statement indicates the nature of theory of teaching. A theory of teaching answers three questions: how do teachers behave, why they behave as they perform and with what effect and how to make proper use teaching variables. It applies for all teachers, for all students and for all situations in which reaching occurs. The teacher needs to follow the hierarchical order of Burns theory; a teacher must have interest, qualification, attitude, experience and self-efficacy.


Interest
Qualification
Teacher
Students
Performance
Attitude
Experience
Self-Efficacy

Burns, (1995).

2.2.3: The Concept of Teacher

Teachers are one of the most important elements of the social structure that is called school. A teacher is an expert career possessor who undertakes the government's educational, instructional and related administrational duties, (Erden, 2007). Teachers are the most important element in terms of reaching the school aims. In this respect teachers are the secret heroes of school management, the real possessors of the product of education and the key to the students' success (Oktay and Unutkan, 2008). The success of an educational system cannot be considered separate from the success of the teachers who put into action and carry out the dictates of the system, who undertake the duty to educate young generations who will bring the countries into the future influential world (Hotman, (2000).

The teacher is another vital component of school administration, he stands at the most important point in the educational process. The word "teacher" has been defined by several scholars and at different fora with their reasons. Here are some of them:

Robinson (2008), observed that "the teacher initiates a set of activities in which his pupils take part so that the result is the acquisition of a set of skills that will become permanent in the pupils by means of regular practice". Also, according to the National Policy on Education (2004), on completion of training

the student teacher is expected to be; loyal citizen of the state, person of high moral standard and integrity, knowledgeable, progressive and effective teacher who can inspire pupils and challenge them to learn.''

Ismail (2003), said a teacher is a person who imparts knowledge, wisdom and information on a pupil so as to bring permanent change in behaviour. By this definition, he sees a teacher as a person who changes the behaviour of a person from the negative to the positive (that is, from bad to good).

Adebayo (1998), sees the teacher as a person engaged in the teaching profession from the pre-primary to tertiary institution.

Andesine (1985), sees a teacher as a person who has been specifically trained to teach at any level of education. A teacher is anybody who imparts information or knowledge or merely instructs another person. A teacher is a person who educates others; he who educates individual students may also be described as a personal tutor. But a teacher in ordinary usage is a person trained or recognized and employed to help in learning in classroom situation in order to achieve a set of educational goals.

A teacher is someone who plays an important role in learner lives. He treats students like his children and always thinking good for them, he imparts knowledge for the purpose of making learners successful in their respective lives.

Teaching in general seems to be a system of activities designed to induce learning. A teacher is the most important and crucial single element in the educational process. No nation and no educational system can rise above the level of its teachers. Ismail (2002), sees teacher as the center of curriculum design or implementation.

Likewise, Kairo (1978), says "The teacher helps to make the society what it is''. The influence of the teacher is also long-lasting, good teachers make a better society, while bad ones destroy the nation; success or otherwise of the society is in the hand of teachers.

The role of a teacher in society is both significant and valuable. It has far-reaching influence on the society. No other personality can have an influence more profound than that of a teacher; students are deeply affected by the teacher's love, affection, character, competence, and his moral commitment to discharge his duty towards them. A teacher is a model for his students. The students try to follow their teacher in their manners, costumes, etiquette style of conversation and his set up. He becomes their ideal model.

The adage that ''no nation can rise above the quality of its teacher'' is not only true but is a reality the world over. This is because no material resource can transform themselves into aids for human development. They need human beings to transform and process them into reality and that can make life better for all.

Muhammad (1998), says that teachers the world over are known to engage in character moulding, intellectual development and nation building. As facilitators of human development they produce engineers, doctors, pharmacists' armed forces personnel, administrators, politicians, scientists, educationists, and all profession.

The role of teacher academically is so paramount. Angulu (1998), says, regardless of the level of teachers, the aims and objectives are towards the same direction of effective knowledge transformation. Again Raina (2008), views the role of a teacher as that which can lead them (students and pupils) anywhere. During their early education, students tend to determine their aims in life and their future plans, in consultation with their teachers. Therefore a good and visionary teacher can play a prominent role in making the future of his students for a positive out come.

(a) Qualities of a Good Teacher

It is obvious that for a person to deliver the goals and objectives of educational ends he must possess some qualities so as to enable him achieve set aims, not only to an individual but to the society at large. Therefore a good and visionary teacher can play a prominent and vital role in making the future of his students. While a bad teacher can be worse than a half backed medical doctor, because an untrained medical doctor only harms a person but the half backed

teacher harms the society in general . A bad and incompetent teacher is not only a bad individual, but an embodiment of a corrupt and in competent generation. A nation with bad teachers is a nation at risk; every coming day announces the advent of its approaching destruction. Moreover as the teacher is to guide the pupils by his examples as well as by his precept, he must possess certain good qualities.

Hallak (1990) cited in Adeniji (2002) states that the whole educational system depends on teacher's quality. This assertion is in line with National Policy on Education. (NPE) (2004) which affirms that ''no education system can rise above the quality of its teacher'' Manson (1981), agues and supports the attribution of the success of an educational system to the teachers. He further says that teachers' quality is an important input in effective learning since high quality output requires input of high quality.

Paul (1996) sees the following as qualities of good teacher:

I. Personality of the teacher. The teacher must be good- looking. The young children are attracted by the outer charm and repelled by the shabby look of the teacher. The teacher must be extra careful about cleanliness, and smartness of his dress. This will help his job. The dress should be decent and sober. The teacher should have calm nature, sweet looks, charming face and pleasant demeanor, so as to exert a good influence on both the public and the pupils.

II. Good mental and physical health is another essential quality of a good teacher. Children have a right to expect a teacher who is strong both physically and mentally. The teacher must have alertness, cheerfulness and emotional stability. A teacher must be a happy, cheerful, good-humored, contented and above all an optimistic fellow. He should posses a philosophy of life that encourages him when he is powerless, an inner strength that may enable him even while he is sick to attend to the sickness of others.

III. The teacher must be a good experimenter, because it is only through experiment that advancement achieved. He must experiment with new methods and techniques and provide enough opportunities to the pupils for creative learning.

IV. The teacher must possess a fair knowledge of current affairs. He should be a voracious reader of books in his own subjects areas and other allied subjects. Today, knowledge is expanding its frontiers. It is extremely important that he knows a lot about his own subjects, and other subjects, about his own community and other communities, about his own country and other countries of the world. He must possess enough information to satisfy the hungry souls. (Paul 1996)

Philips, (2006) is of the opinion that teachers must possess four specific characteristic and good qualities:

Teachers must be competent. They should stay current not only in their chosen profession, the profession of teaching, but also in the subject matter they teach. If the competent teachers can be described as an 'expert learner' then the students he or she teaches can be thought of as junior learners who can continue to learn beyond the boundaries of the class room. Competent teacher encourages active learning because active learning beyond lecturing instills a passion in students to continue to be involved beyond the boundaries of the classroom.

Secondly good teachers must be creative, a course should never be taught the same way twice. He is a strong advocate of reciprocal learning, a concept in which students take personal responsibility for their own learning. The creative teachers also encourage a breadth of thought in the entire subject.

Thirdly, the key teachers' success is their ability to collaborate with their students and treat them as partners. Learners, are expected to be treated as kindly based on mutual respect. Collaborative techniques in the teaching environment include:

- "The development of learning contracts", which allow students to have a stake in the development and outcome of the course.
- Brainstorming about evaluation methods

- Determining which teaching methods enhance or inhibit students learning.
- Establishing a mutual agreement on conduct and expectations for students and the teacher.

Fourthly, interaction with the students. She concludes by noting that, until recently, students had to go through teachers and institutions of higher learning to access information. Today computers have opened the information vaults to all, dramatically altering the role of the teacher. The mission of today's teacher should be to assist and guide students in their personal discovery of knowledge and synthesis of information.

Another scholar, Cathy (2008), gives ten qualities of good teacher which include:

i- **Dedication To Excellence:** Good teachers want the best from their students and themselves .The best teachers are those who use dedication and encouragement in sharing of ideas and offer incentive (like not having to do homework) to get students to think outside the box. They encourage students to be good people, not just good memorizers of text. They always want students to learn and be able to apply what they learned, and not just to be able to pass tests.

ii- **True compassion for their students:** He said the best teachers are those who care about students as individuals and wanted to help them. They have

a sixth sense when students needed extra attention they give it gladly. The good teachers take his time to discuss issues outside their classroom, knowing that sometimes a lesson can still be taught without following the textbook; good teachers are willing to speak up for us to attend classes; if need be, they care about us beyond the walls of their classroom.

iii- **Understanding:** Good teachers understands not only of the sixth sense mentioned above, but true understanding of how to teach. They do not have a rigid technique that they insisted on using even if it does not help to learn. They are flexible in their teaching style, adapting daily if need be. They understand the little things that affect the ability to learn; like the weather, the temperature in the classroom, and the time of day. They have understanding of human nature and the maturity (or lack thereof) of teenagers. Good teachers know that students hate to be called "young" and therefore pre-judged. They treated learners as real people, not "students".

iv- **Willingness to Help Students Achieve:** The best teachers are those that do not stop teaching when the bell rings. They hold extra sessions for prep; they reach out to students after class. They know that some need extra attention or assistance, and they do not act like it is not their job. They take the job seriously and know that they are not just employed to get students to be able to score higher marks, but do well in life. They realize that achievement is

not just a good grade on a test, but a feeling of accomplishment with extra help and encouragement.

v- **Unweaving Support**: The best teachers know that everyone is able to do well if they have the right teacher. They do not accept that a student is a lost cause; they encourage learners if they are frustrated and provide true belief that learners can get the material.

vi- **Passion for Life**: The best teachers are not just interested in their subject, they are passionate about it. They are also concerned about many other things. They praise good weather and smile when they take a few minutes to discuss last night's episode of a popular TV show.

Finally Raina (2008) mentions some qualities of good teachers as follows:

Teacher should consider his duty to educate and train his students, he should know that the, students have been entrusted to him, and therefore should avoid any breach of the trust the society has reposed in him.

He is also expected to participate in the social activities in a positive way, teach with deep insight of child psychology, deal with the students in a just manner, not loose his self-control on simple mistakes of his students, respect their feelings and ego understand and resolve students learning difficulties, smile in the face of bitter criticism on his opinions. The teacher and should not feel ashamed or humiliated to accept his mistakes when pointed or discovered, wholeheartedly.

A teacher is expected to promote the good of the society he finds himself. He should be a mentor, a reformer and a guide to his students, he should be a good communicator, and be comfortable while explaining things and enjoy doing the same. The quality of education depends on the teachers as reflected in the performance of their duties. Over time students' academic performance in both internal and external examinations had been used to determine excellence in teachers and teaching (Ajao 2001).

2.2.2 Academic Performance

The teacher plays a significant role in the intellectual development of his students, using various assessment techniques and teaching styles to improve their performance in school subjects, this helps in measuring students progress. Melissa (2009), views academic performance to means how students deal with their studies and how they can cope with or accomplish different tasks given to them by their teacher. This mean academic performance is the ability to study and remember facts, and be able to communicate effectively. Teachers are very important and have great influence on students' academic achievement and also play a crucial role in educational pursuance of students, (Afe 2001).

In educational institutions success is measured by academic performance or how a student meets standards set out by school or examination bodies. Aubrey

(1970) sees performance as activities that goals are consistently being met effective and in efficient manner; performance is the effectiveness and improvement of students toward specific goals set up to be achieved. Parents care for their children academic performance because they believe that good academic results will provide more career choice and bother job opportunity. The school is interested in fostering good habit for the same reason, are often influenced by concerns about the school's reputation and the possibility of monetary aid from government institution which can hinge on the overall academic performance of the school. States and federal departments of education are charged with improving schools standard and making use of relevant methods of measuring success in order to bring about positive improvement in education.

Academic performance in the school is evaluated in a number of ways. For regular grading students demonstrate their knowledge after undergoing written and oral tests, performing presentations, and participating in class activities. (Thomas, 2007). Teachers evaluate in form of letter or number grades and side notes to describe how well students understand. Cuben (1984), finds that one way of finding out how teachers' have taught over a period of time is to examine if whether instruction has been teacher centered or students activities are centered or a mixture of the two in varying degrees. Teacher-centered instruction means that a

teacher controls what is taught when and under what condition within his class room.

The influence of teachers' teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies; effective teaching is a significant predictor of students' academic achievement. (Adediwura, 2007).Therefore effective teachers are expected to produce students of higher academic performance. (Yusje, 2008)

Teachers' have significant influence on students' academic achievements however, other factors such as socio-economic background, family support, aptitude, personality of student, self confidence, interest, of student, also determine his success in academic performance. On the other hand, teacher's age, qualification, mastery of subject–matter, experience have significant role on students' academic performance.

Finally poor academic performance of students in Nigeria has been linked to poor teacher's performance in terms of accomplishing the teaching strategies which have attributed to poor motivation. Oredein, (2000). Observes that conditions that make for effective teaching to take place are availability of the resources to the teachers and, general condition of infrastructure. Absence of these needed conditions would definitely bring about a negative result in public schools, which may translate to poor academic performance, attitude and values.

2.2.3 The Concept of Islamic Education

Education in Islam is the most important needed requirement after proclamation of faith, it so to such a level that one cannot properly worship or understand Allah without it. Education is one of the pillars that support Islamic faith. Scholars at different times explain concept of Islamic education in different ways for example.

Khusro (1979), sees Islamic education as that thing which aims at a balance growth of the total personality of human through the training of man's spirit. El-Yakub (2007), Islamic (Studies) education is viewed as the process of awakening the learner's consciousness of the Creator as the foundation of knowledge of the world around, and to inculcate a sense of responsibility to the Creator. It is geared toward having the correct knowledge of how to worship Allah and to train the mind and personality of the learners toward the best moral and social conduct as well as to become a law-abiding member of the society.

Islamic education according to Farid (2009) preaches humanitarianism, universal love, universal benevolence; and it aims at universal fraternity and repels all forms of racialism and sectarianism, so far as human rights and privileges are concerned. It makes no distinction between prince and peasant, Lord and Vassal, rich and poor. It's also a religion that preaches peace, love and equality of men.

Islam is a total and unconditional submission to the will of Allah. It is a religion of peace, security, freedom and salvation. It is a religion that encourages education and science and also enjoins purification and cleanliness.

To this end, the concept of Islamic Studies is very relevant to all Muslims since its aim, is to inculcate in the learners the fear of the Lord, which will generate a morally sound society. This knowledge guides the teacher easily towards achieving concepts. If the students are taught very well by qualified, qualitative and competent teachers, who have the mastery of the subject- matter, such teaching will no doubt, influence the performance of students academically especially in their Senior Secondary School Examinations.

Islamic education refers to the process involving three references; the individual, the society, or nation, community and the whole content of reality, both material and spiritual, which plays a dominant role in determining the nature and destiny of man and the society. Thus Islamic education can be said to be the social, economic and political behaviourr of mankind as the best means of creating a new generation of young men and women who will not lose touch with their own tradition but will not at the same time become intellectually retarded or educationally backward or unaware of development in any branch of human knowledge.

Yunus (2000), observed that Islamic education is aimed at training Muslim youths in the correct method of adjusting themselves to a changing environment. It is through such goals that the system of Islamic education cannot be found as luxurious as the western type of education. The aim of Islamic education is to instill morals in the minds of students. Baloch (1978), describes education in this manner and says emphasis is on results in all aspects of human life. Islamic education is not different from this view. According to Hussein (1979), Islamic education is an education which trains the sensibility of pupils in such a manner that their attitude to life as well as their action, decision and approaches to all kinds of knowledge are geared toward all round success.

2.2.4 Objectives of Islamic Education

Preamble

The importance of knowledge can never be overemphasized in Islam. Allah the Exalted used His knowledge to create Adam and his wife Eve, and also create and provided all what they would need to survive. Adam and Eve was the first spouse created by Allah. Allah out His bounties endowed Adam with knowledge which made him superior to all Angles (Qur'an:2:31-32). Jah (1982) to understand the objectives of Islamic education, one must first understand the philosophy of Islam itself. Islam is not a religion which confines its activities to promoting

spiritual welfare of man rather it is a complete way of life which encompasses all aspects of life.

Islam teaches the life in this world as a beginning to a eternal life in the hereafter. As it is clear, education is dynamic side of philosophy. Education without philosophy is blind and philosophy without education is crippling, The aims of Muslim education are to develop a person both sides.

Boutaleb (1988). Mentions the following as objective of Islamic education.

(I) Believe in Allah and His Prophet Muhammad knows the fundamentals and principles of Islam, and be is aware of divine laws which govern the universe and human beings;

(II) Know Him and seeks for self-perfection.

(III) Discharges his duties and makes a judgement on the basis of knowledge (man's role should be to establish orderliness, human brotherhood, freedom, equality and social justice)

(IV) Is capable of observing, analyzing synthesizing and critical judgement, being guided in all these by the inner light of Islamic faith.

(V) is capable of Self-teaching and perfection in the moral and intellectual field.

Islam has three dimensions: faith, Knowledge and Behaviour. Knowledge without faith and good behaviour is only partial knowledge or a new kind of ignorance.

According to Alfendi (1980), states that social order in Islam is based on unity, equality and fraternity. He therefore views Islamic education curriculum for social education should aim at the following:

a Building a society of good, pious and God-fearing individuals where social justice prevails.

b. Building a society where tolerance, brotherhood, love, mercy, goodness and righteousness are predominant.

c. Building a society based on mutual consultation and the maximum explanation of the individual's capacities.

d. Building a society where individual enjoys freedom of though and is capable of taking responsibilities.

e. Building a society where individual can live an ideal, pure and happy life.

The researcher in simple and plain language, see the aim and objectives of Islamic education as to develop the personality of the individual who should be religious, moral, honest, sociable, humble, generous, kind, patient, obedient, tolerant and lenient to all mankind regardless of their social status, tribe, race, rank and nationality.

The purpose of Islamic education is giving meaning to life and enriching it with the light of Islamic faith as outlined in the Qur'an, as purpose is strengthening and advancing human societies.

(a) Qualities of an Islamic Studies Teacher

To know the qualities of a good teacher is very important because it helps teachers to understand their position. Hamid (1989), itemise the following as the qualities of an Islamic studies teacher:

1. He should have true academic and intellectual capacity; that is, he should have a good grounding in the science of Islam and should be well read in general culture of Islam.
2. He should have wealth of knowledge of subject matter especially in Arabic and vast knowledge of the Qur'an and Hadith because they are the sources of Islamic studies; more over all their contents are in Arabic. Translated book are not enough for teaching Islamic studies owing to the fact that no two languages that are the same.
3. He should have the moral ability to be able to educate his students in such a way that they will become fully aware of the perfect accord between their teacher's word and his actual behaviour. Teachers of other subjects too must be men and women with moral belief, for their function are to impart what they teach in religiously healthy way which promotes growth of knowledge and development of the mind. The teacher's moral attitude has undoubtedly, a far reaching effect upon the minds of his young pupils. The relationship which is established between teachers and students throughout the year, and thereafter, must have a lasting

impression. An Islamic studies teacher is expected to be knowledgeable in Qur'an, Hadith and Arabic, and should be up to date in his subject area not pretend to know it all, he should be willing to learn from students.

Islamic Studies Curriculum

Curriculum is variously defined by authors in different ways, for example Madeuwesi (1999), defines curriculum as a vehicle through which the school strive towards the achievement of educational ends, be they that of the states, local governments, collages, universities and communities and even the country as whole.

Akudolu (1967), says curriculum is all the learning outcomes systematically planned and guided by the school through the reconstruction of knowledge cognitive, effective and psycho motor development of the learner.

Yusuf, (2008) views Curriculum as a course of study or training, leading to a product or education. Basically, the term curriculum is what happens as a result of what the teacher does. It includes all the experiences of children for which school accept responsibility. It is to be noted at this point that no attempt to define curriculum can ignore two rather opposing views, the prescriptive (traditionalist) view, and the descriptive (progressive) views. According to the prescriptive, curriculum is referred to as the number of field subject with a set body of knowledge taught by teachers and learned by the pupils. On the other hand, the

descriptive see the curriculum as a guide to learning experiences. The curriculum is the embodiment of the totality of the learning experience to be imparted to the learner in the school setting, although it contains statement of objectives.The methodology of instruction and the techniques of the evaluation of teaching and learning.

After discussing the definition of curriculum now, we shall general attempt to see the Islamic studies curriculum. At the inception of the 6-3-3-4 system of education, Islamic studies were a core subject at the junior secondary school level, but elective at senior secondary school. In the 1998 edition of the National Policy on Education, the subject was elective at both levels of secondary education. However, with the publication of another policy in 2004, the subject became elective at the senior secondary school level. With this development, more attention is expected to be paid to the implementation of the curriculum.

More often than not, owing to some factors, what is carefully documented as a curriculum differs markedly from what actually takes place in the school environment. This is why curriculum theorist came up with phrases like “planned or intended curriculum” and in contrast “implemented or transacted curriculum” to explain situations. The planned or intended curriculum contained what the developer felt the child should be exposed to in school in order that certain objectives could be realized. Ajidagba. (2005).

The syllabus of Islamic studies was set by the well known scholars in South Arabia in November (2000)

A conference that took place Saudi Arabia, 2000 in its recommendations, the aim and objectives of the Islamic Studies should be as follows

1. Awaken in students a consciousness and love of God and His messengers as the foundation of their intellectual emotional and spiritual life, thereby providing a sound basis for rational and reflective understanding of the people and the world around them.
2. Teach students to be conscious of their responsibility to obey God, serving him actively as trustees with all the talent and the resources he has given them.
3. Enable students to fulfill their obligation to worship Allah in the manner HE and His Messenger have prescribed;
4. Nurture the of students personality towards the best moral and social conduct, healthy attitudes and self discipline; in accordance with the guidance of the Qur'an and Sunnah (Hadith) and to encourage them to develop as responsible citizens, who will contribute to the well-being of society and of humanity in general.

5. Promote an inquiring, analytical and positive approach to the study of Islam, especially in its individual and collective expression of the contemporary world.
6. Introduce students to the challenging and multi – faceted nature of Islam and to the ways in which is reflected in experiences and practices.
7. Help students to identify and explore questions about the meaning of life and to consider such questions in relation to the values and teachings of Islam
8. Encourage students to reflect on contemporary issues and act in the light of the Qur'an and Sunnah; and
9. Enable students to recognize, appreciate and to add to the contribution of Muslims to world civilization.

These aims and objectives are to be achieved in a gradually progressive manner over the twelve years of the Islamic Studies course.

In the initial grades, the emphasis firmly place on acquiring basic knowledge about Islam and inculcating sound moral and social conduct. In the higher grades, the emphasis is traditionally also placed on internalizing the Islamic value system so that pupils enables them to interpret and live their lives according to the dictates of the Qur'an and the Sunnah.

2.2 Islamic Studies Syllabus

For convenience, the syllabus for each grade is divided into the following section.

1. **Qur'an Reading (Recitation)**

   Learning to read the Qur'an is given place in the syllabus as the first section, in practice, Qur'anic reading is allocated a specific teaching period in the time table which is separated from the period allocated to Islamic studies. Teaching and perfecting pupils in reading skills is the responsibility of specially trained teachers.

2. **Memorization with Meaning**

   The focus of this section is memorizing and learning the meaning of chapters, prayers, and expressions which are essential for the young Muslim child. It is important that the reasons for reciting them are clearly explained to the children, using language and examples appropriate for their ages. Though listed separately in the syllabus, in reality memorization is included into the several section of Islamic studies syllabus

3. **Creed**

   The basic beliefs of Islam, means and ways to get closer to Allah form the core of this section. Commencing in the lower grade with Allah; faith and the need to be constantly aware of the major and minor sins on the higher grade.

4. **Morality**

Acquiring, developing and refining one conduct are the central focus. Showing respect, adopting the correct etiquette and curbing negative traits help to train the children to be good Muslims who will display all the virtues of Islam. How to respond to peer pressure and the media are also introduced early so that an Islamic perspective guides their choices and actions.

5. **History**

Progressively over the twelve grades, pupils learn about the prophets and the messages that they brought to their respective communities. The section on the prophet Muhammad provides in addition, insights into his noble character and his thought for the people. The companion and other important figures also featured in this section of the syllabus. Islamic legacy and contributions to civilization are also included in the higher grades.

6. **Fiqh**

Pupils are taught essential rules and procedures for observing the essential worship, provision is made for the compulsory practice of each act of worship.

7. **Tafsir**

This enables the students to appreciate the richness of the Qur'an, by learning about its eternal message for mankind. The meanings of selected chapters, the circumstances surrounding their revelation and the current relevance of the chapters to our lives as Muslims form the basis of this section of the syllabus.

8. **Hadith**

   The books of Hadith provide the second source of law in Islam. The study enables the student to appreciate the painstaking manner in which the Hadith were compiled to preserve their authenticity. Emphasis is placed on the importance of practicing the teachings expressed in them.

Hamid (1980) states the following as the components of Islamic education curriculum.

a. The concept of God: The first item which Islamic education curricular should strive to inculcate into the minds of the young is concept of God.

b. The individual personality: The human entity is one and indivisible. As matter and spirit are closely interrelated, so are thought and action worship and living, idealism and realism. Therefore; Islamic curricular should focus on the unity of man and the integrity of his personality. Man is superior to animals but he is not perfect or infallible. It shows the status and prestige of

the individual is very important to be emphasized, individual responsibility and individual freedom are in the curricular of Islamic studies as a subject.

c. **Social responsibility:** Islamic curricular should promote the belief that social order in Islam is based on unity, equality and fraternity. It rejects dictatorship and demagoguism.
d. **Leniency:** to the people should be emphasized in the syllabus.
e. **Family relations and social solidarity in a society:** where solidarity prevails, the individuals are bound together by ties of love.
f. **International system relation:** Islamic curricular should embrace all the fundamental rules upon which international systems and relations are based, besides the relation of the individual society. The relationship between the ruler and ruled, the counselor and the counseled social instruction in each country and international relations thought to be based on the public interest in every field.

2.2.4: Concept of Teachers' Variables

This section reviews variables such as self-efficacy, interest, attitude, qualification and experience.

2.2.4.1(I) Impact of Teachers' Efficacy on the performance of students

Teacher efficacy is a concept derived from Bandura(1993) is sociocognitive theory. One of its characteristic is its influence in educational

organizations, which has been studied by researchers who used a sociocognitive approach to understand, among other matters, how the emergent theories of individuals affect organizational performance, Bandura, (1997). In parallel to the traditional concept of self-efficacy, the perception of collective efficacy is defined as the shared belief of members of a group that they are capable of organizing and implementing certain course of action in order to achieve a given result. Thus, individual agency theory can be applied to collective units such as human organizations, Goddard, Hoy Wool folk,(2005)

Research in the field of teacher self-efficacy beliefs has provided key information which shows that high self-efficacy teachers are more likely to persevere in their attempts to reach learning goals when they encounter obstacles, are more prone to experimenting with effective instructional strategies that represent a challenge, and are more willing to run risk in their class rooms (Bruce, Esmonde Ross, Dookie and Beatty, (2010). mentioned by Bandura (1986) views the main sources of self-efficacy as:

i. Mastery experiences direct teaching experiences which are challenging and successful.

ii. Various experiences observing peers with similar performance levels who overcome challenges successfully.

iii. Psychological and emotional states feelings of confidence and success.

iv. Finally, Verbal and social persuasion, receiving positive feedback from students, their peers, management staff, and families.

Out of these four sources, mastery experiences are regarded as the most influential on teacher self-efficacy, Bandura, (1998). In this regard, school improvement interventions and especially those associated to the project are aimed at promoting direct mastery experience and vicarious one through the observation of peers and expert consultants, therefore the intervention is expected to have impact on individual and collective efficacy beliefs.

Self-efficacy on other hand, is a powerful predictor of how and whether a teacher will act. Self-efficacy is that one who is capable of exercising personal control over one's behaviour, thinking and emotions. Effective teachers believe that they can make a difference in children's lives, and they teach in ways that demonstrate effectiveness, Trentham (2000). People who hold strong self-efficacy belief tend to:

(I) be more satisfied with their job

(ii) Demonstrate more commitment

(iii) Use new teaching approaches that make better gains in children's achievement and have lower absenteeism and more motivated students.

The teacher's perceived efficacy not only influences his/her professional development, but may also have effect on students' learning, as shown by Bruce et

al, (2010). According to Volante (2010), teachers with high self-efficacy levels tend to persevere in the implementation of strategies that they consider challenging and effective. In addition, they have great expectations of their students, so they test various teaching strategies with those who have trouble attaining the proposed goals. When their perception of efficacy is high teachers create a classroom environment intended for students to aim at mastery; that is, an approach to school tasks as a way to learn something, rather than as performance oriented. In other words, they strive to demonstrate their superiority to others. This leads teachers to motivate students to become responsible for their learning. Such practices have a positive impact on students' self-regulation which in turn benefits their learning. That is to say teachers' perceived efficacy influences learning through the strategies that those with a high perception of efficacy implement in their classrooms.

(II). Impact of Teacher's Interest on the performance of students

It has been noted that teachers' interest in the teaching of a particular subject usually goes a long way to improve the performance of their learners Suleiman, (2009) opine that tteachers' interest in the teaching of Islamic Studies could be describe as their feeling of wanting to teach the subject and learn more about it. Adedeji (2008), says attitude refers to a complex mental state involving beliefs, feelings and values and dispositions of subject teacher.

Dwyer and Villagas (1993), see teachers' interest as one of the most importance variable in the learning process, Personal and professional attributes that have been identified as representative of teachers include: the ability to show interest in teaching and enthusiasm for learning, a pride of one's personal appearance, skill adapting to change, accepting responsibility for actions both inside and outside the classroom, the desire to take a cooperative approach towards parent and school personnel, punctuality and regularity in attending, and the ability to establish a genuine rapport with pupils.

(III). Impact of Teachers' Attitude on the Performance of Students

Attitudes are generally regarded as having learnt. They predispose an individual to action that has some degree of consistency and can be evaluated as either negative or positive. Caraway (2005), says data revealed that a teacher's competency and achievement were both positively correlated with attitude toward the subject that teacher is teaching. This is also true for pre-service teachers as is reported in the study by Reach, Hartzell, and Stephens (1993), who compared the teacher's competencies and attitudes of American secondary school education students against a representative college population, over three years. The result supported Caraway's findings and also showed that the pre-service students possessed significantly more negative attitudes towards Mathematics and others subjects than the general college sample.

Research has argued that positive teacher attitudes contribute to the formation of positive student's attitudes, Relich, (1989). Other studies have shown that classroom strategies used to teach a subject are influenced by the teacher attitudes which, in turn, influence students' attitudes. Research in to attitudes to Islamic education has explored the influence of a range of affective variables such as anxiety and self-image.

When exploring the attitudes of secondary school teachers toward their subject it is necessary not only to consider their attitudes towards their subject but also their attitudes towards the teaching of the subjects. According to Adedeji (2008), attitude of teacher is viewed as the most significant variable that influences the formation of attitudes and influence their classroom practices.

Johnson (2007), states in his research that positive attitude of teachers and learners generally produce higher learning results and especially teachers' attitude improved academic performance of the students.

(IV). Impact of Teachers' Qualification on the Performance of Students

Interest in students performance and teacher's qualifications has intensified among education policy makers and researchers. To understand how many students are taught by the teacher lacking specified levels of training, efforts have been focused on mismatches between teacher qualifications and their teaching assignment (National Commission on Teacher qualification 1996 Ingersoll,

(1999). One of the main findings concerning teacher qualifications has been the relatively high incidence of teachers teaching subjects outside their areas of specialization training and certification. Brewer (1997), says analysis of teachers' postsecondary degrees and student's performance found a positive relationship between these variables; with higher levels of performance among students of a teacher that holds a Bachelor's or Master's degree in his subjects than among students whose teachers are out-of field.

Nevertheless, Goldhaber and Brewer (2000), examines data on the postsecondary degrees and students' performance in Islamic Studies consistent with earlier findings. They also found that students whose teachers were certified in Islamic Studies but did not hold a postsecondary degrees in Mathematics did not not perform as well as students whose teachers held a postsecondary degree in Mathematics. These findings provide a foundation for further examinations of out-of field teaching data. One of the most significant study in this area was also performed by Hanushek (2007), who surveys the results of 133 studies on the impact of the teachers' qualifications on their students' academic achievement. Eighty-five percent of the studies found no positive correlation between the educational performance of the students and the teachers and the teacher's educational background. Although, 7 percent of the studies did find a positive correlation, 5 percent found a negative impact. Those that push for legislation

requiring certain teacher qualifications for home schoolers have no research to support the necessityy of such standards. The results of these 113 studies are certainly an indictment on proponents of certain teacher standards for homeschoolers.

Qualification of the teacher according to the National Policy on Education, (2004), specified that the Nigeria Certificate in Education (NCE) shall be the minimum teaching qualification. Others include B.Ed, B.Sc.Ed, PGDE, B.A.Ed., M.Ed., Ph.D, and other relevant teaching qualifications. The colleges of Education have positively responded to this policy provision by reviewing their curriculum to meet the challenges posed by this policy provision.

Qualification/quality teacher equips the teacher and provide the enabling environment needed for a child to attain his full potential. However, Blossom. Gibbons and David (2007), observed that an impact on standard achievement is clearly the most important criteria for evaluating teacher quality.

In a yet another, research conducted by Morgan,(2005) and Hayes,(2000), it is lamented that, the qualification of a teacher is a crucial factor in promoting effective learning in schools. He adds that teacher-quality should include mastery of subject matter, and that good teachers do not pretend to know it all, but are willing to learn from pupils, monitor and evaluate children's progress, show

personal qualities composure, show flexibility in responding to pupils needs, develop critical thinking abilities and so on.

It is important to recognize that qualification and mastery of subject-matter are the major factors in performance of students and would not be comprehended effectively without good teaching. Mastery of subject-matter is one of the most important issues in the quality of teaching profession; we may be able to say that the mastering of subject matter is a crucial factor promoting effective learning in school. Effective teaching requires individuals who are academically able and care about the well-being of children and youth.

Suleiman (2001), says mastering of subject matter is a key to gaining sound and effective knowledge, and that a teacher is one who is highly knowledgeable and up to date in his subject area, (but does not pretend to know it all) and is willing to impart his knowledge.

The importance of mastering of subject matter is of great importance in the teaching and learning process. That is why Yunus (2009), says that there is no gain saying that mastering of subject- matter is important in teaching process. This is because no teacher teaches what he knows not. And a half-baked teacher is as devastating to the society as anything. A teacher in the traditional classroom is seen as an embodiment of knowledge, an epitome of wisdom who is expected to impart knowledge to students. Presently, the emphasis has shifted to ensuring that

student becomes an active participant to whom the teacher is just a facilitator. Teachers mastering of subject-matter cannot be relegated, a teacher who does not master his subject- matter can not facilitate learning of students. Instead of leading the students to new discoveries, he will rather be an epidemic to the society. Mastering of subject-matter by a teacher is the back bone of both teaching and learning processes.

(V). Impact of Teachers Experience on the Performance of Students

Teacher' characteristics such as years of teaching experience has been investigated to determine its effects on students' learning out comes. However, teachers experience is a topic of concern to policy makers. Greenwald (1996), finds in his meta-analytical study that teaching experience has a positive and significant effects on students achievement. Similarly, Hawkin and Dossey (1998), found evidence that although teaching experience appears to be related to student achievement, the relationship may not be linear; students whose teachers, had fewer than five years of experience had lower levels of the subject achievement as measured by the teachers association, but there were no differences in the subject that a teacher teaches with achievement among students whose teachers had more than 5 year of experience.

2.9 Empirical Studies

Studies related to the present one were conducted in different parts of the country as well as in other countries in different subjects. A study conducted by Ojo, (1987) to investigate the effects of teachers' qualifications on students' performance, revealed that, teachers' qualifications have strong affects on students' performance. He sampled twenty government owned junior secondary schools within Kaduna state and concluded that the schools lacked competent teachers and the students performance was poor as a result of incompetent teachers. He then recommended that the teachers should be encouraged to acquire higher qualifications.

His study was on junior secondary schools level. While the present study is on teachers' interactive variable on students' performance.

El-Yakub (2007), conducted research on ''*The Curriculum contents and Organization of Qur'anic School system of education in Kaduna state Nigeria''* he equally picked six respondents from each state; the instrument he used in collecting his data was questionnaire, tagged ASQ. He used mean scores, frequencies and percentage to describe the data and analysis of variance (ANOVA). Were employed for the analysis of his data.

i. The curriculum of *Qur'anic* system of education has different dimension from Islamic education or conventional system of education.

ii. It does not provide good atmosphere of learning, health facilities, and no

fixed academic calendar and no leisure time for learners in the schools.

iii. The curriculum is not reformed to include other conventional subjects like Maths, Social Studies and other subject.

iv. Seminar and conferences are not given to the tutors, parents and traditional rulers do not give their contribution.

v. No salaries and wages for the teachers of *Qur'anic school* by the government, they uses absolute teaching method materials to facilitate learning, no good reward, no good evaluation system, and no supervision to ascertain the standard of system.

The inquisition made number of recommendations among which are

i. There is need for a change in the curriculum of the *Qur'anic* system to make it be more acceptable to modern changes.

ii. The system needs to be assisted by the governments and non governmental Organisation in view of its enormous contribution Islamic studies.

iii. There need for good atmosphere of learning, good health facilities.

Though the curriculum of Qur'anic *system* of education is the Qur'an, it however, lacks so many variables of teaching to meet up the standard of Islamic Studies such as absence of government fully in the system and recognition and assistance.

The above study also fails to discuss the teacher's variable and qualification of staff *(Malam)*, method of teaching and ways of putting interest to the teachers

and students. The current study deals with the teachers' interactive variable on student performance in senior secondary school.

Adeniyi, (2002) carried out a research on the Teacher Quality and quantity as correlates of secondary school students academic performance in Ogun state. He selected principals of one hundred (100) out of the two hundred and fifty four (254) secondary schools in the state, using stratified random sampling techniques. He used questionnaire as the main instrument for data collection, using the principals of the sampled schools as the respondents. Pearson product moment correction coefficient was used in the analysis of his data. He found that

There is a high positive relationship between teacher quality, quantity and secondary school academic performance;

Students academic performance may be product of learners' characteristic, environmental condition and other teachers' variables and the government may not expect much improvement in the teachers output if the input interims of human resources are below average. He therefore recommended that Ogun state government should

take cognisance of both quality and quantity of teachers, because of their effect on the students' performance;

Provide equal opportunities to all secondary schools irrespective of location, years of establishment and considerations to all principals.

The study by Adeniyi (2003) is similar to the current study because they both focus on teachers and academic performances they however differ in the sense that this study is on Teacher interactive variable on students' performance in Islamic studies of senior secondary Schools in Kaduna state. While the study by Adeniyi (2003) was conducted in Ogun state, and focused on the issues of quality and quantity of teachers. The study however related.

IKeotuonye (2006), conducted a research study on Qualifications and Experience of teachers as a factors in the performance of students from eight randomly selected secondary schools in Federal Capital Territory FCT Abuja. He used a sampled of four hundred and five (405) students and one hundred and eighty six (186) teachers. He collected information on the qualifications and years of experience of the teachers, who taught the sampled students and the senior secondary certificate examination; (SSCE), results of May/June 1994 were also collected. IKeotuonye used questionnaire as their instrument, students' performance and he used coefficients for analysing the data.

His study found that:

Teachers' qualifications and experience are important factors contributing to

Students' performance, but the experience influence performance more than qualifications. Based on the finding, he recommended that: Government should

employ highly qualified and experienced teachers. Guidance and counselling personnel should be made available.

This study deals with three hundred and thirty five (335) respondents including supervisors, teachers and schools administration and is specifically focus on Islamic studies teachers and their impact on students performance in senior secondary school in Kaduna state. The study by IKeotuonye like this study focuses on teachers and student performance. Like this study it used a questionnaire to generate data. The two studies however differ because while IKeotuonye focused on the effect of teacher's qualifications and experience, this study in addition to the two variables also examined the effect interest, attitude and self-efficacy on performance. Beside, while IKeotuonye conducted his research in the FCT, this study is in Kaduna state schools.

2.9 Summary and Uniqueness of the Study.

This chapter reviews the related literature of scholars on the concept of teacher, teacher is an expert career possessor who under takes the government's educational, instructional and related administrational duties. And also academic performance is ability to study and remember facts, and be able to commutate effectively. Then qualities of a good teacher have also discussed in the chapter, Islamic curriculum, syllabus and role of a teacher in teaching and learning process. And it discuss on theory of Burn the said a teacher must follow the variable of

teaching effectively, empirical studies of others researchers related to my study and finally, discusses the teacher's variables.

In this chapter I mention the works of some people in empirical studies like Ojo (1987), his study was on junior secondary schools level. Meanwhile he focuses on the effects of teachers' qualifications on students' performance. He left some other factors that affecting student's performance which it needs to discuss. While the present study is on teachers' interactive variable on students' performance, my study natter on teachers variable not only qualification of teacher.

However El-Yakub (2007), did his research on ''*The Curriculum contents and Organization of Qur'anic School system of education in Kaduna state Nigeria''* The El-Yakub study also fails to discuss the teacher's variable and qualification of staff *(Malam),* method of teaching and ways of putting interest to the teachers and students. The current study deals with the teachers' interactive variable on student performance in senior secondary school. The variables will guide teachers on method of teaching and ways of teachers self esteem.

Finally the study Ikeotuonye spotlight on experience and qualification only. The two studies however differ because while Ikeotuonye focused on the effect of teacher's qualifications and experience, this study in addition to the two variables also examined the effect interest, attitude and self-efficacy on performance. Beside,

while Ikeotuonye conducted his research in the FCT, this study is in Kaduna state schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, population of the study, sample and sampling techniques instrumentation, procedure for data collection and the statistical tool used in the analysis of data collected for the study.

3.2 The Research Design

Research design is defined as a plan of action for collecting data and analyzing it with an objective of combining the relevance of research with educational procedure (Barney, 2005). Various research designs have been recommended depending on research objectives and they include: experimental design; survey design, case study design, and *ex-post facto* design among others.

The design used in this study was the survey research design. The survey design attempts to describe, find out, and interpret conditions, relationship that exist or the attitude of people towards events and ideas. The survey design is for a research that will make use of questionnaire, interview, receiving email discussion etc. The design was considered appropriate because it give the relationship among

various variables of teacher interest, qualification, attitude, experience and self-efficacy.

3.3 Population of the Study

The population of the study involves the teachers of Islamic Studies, school administrators, such as principals, vice principals 1 vice principal academics, senior masters' administration and senior master academics, and supervisors of Kaduna State in senior secondary school in the following quality assurances zones Anchau, Birnin Gwari, Giwa, Kaduna and Zaria. It comprises of senior Secondary Schools boarding for boys and girls. The total population of the study is two thousand six hundred and seventy (2670).

The table 3.1 Target Population of the Study; for the 12 quality assurance zones.

S/N	Quality Assurance Zonal Inspectorial	Population of senior Secondary School	Pupation of Administrators	Population of Supervisors	Islamic studies Teachers
1	Anchau	40	200	11	80
2	Birnin Gwari	11	55	7	22
3	Giwa	14	70	15	28
4	Gwado-Gwado	25	125	17	10
5	Kafanchan	40	200	24	20
6	Kaduna	30	150	31	60
7	Kachiya	40	200	18	20
8	Lere	38	190	15	28
9	Rigachikun	28	140	18	52
10	Sabon Tasha	55	275	32	20
11	Zankuwa	40	200	23	10
12	Zaria	44	220	16	88

Total	12	**405**	**2025**	**227**	**418**

Table 3.1: Source: Ministry of Education Kaduna State (2011)

Total population of administrators, supervisors and Islamic studies teachers is **2670.**

3.4 Sample and Sampling Procedure

The research applied the method of James sampling (2011), which said every two thousand six hundred and fifty (2650) and above, three hundred and thirty should be taken as your sample of your research. However five schools, each were selected from Anchau, B/Gwari, Giwa, but from Kaduna and ten schools were selected from each. Kaduna and the urban area, it need differ from rural areas.

Male and female schools were considered avoiding gender discrimination. As the target sample is three hundred and thirty five (335) in the five zones, samples of fifty respondents were selected using random sampling. .

3.3.2 Sample size of the Zones, Administrators, zonal inspectors and

Educational Zones	Population of Senior Secondary Schools	Population of administrators of Senior Sec School	Population of Islamic Studies Teachers	Population of state supervisors and Zonal inspectorial supervisors	Sample size.
B/Gwari	11	55	22	11	60
Giwa	14	45	28	15	65
Anchau	6	30	12	11	60
Zaria	30	60	38	16	70
Kaduna	30	150	60	31	80
Total	91	340	160	84	355

The above represent the sample of schools and supervisors, Islamic studies teachers and administrators of the five zone of the study. The method of James sampling gives the avenue to select the urban areas more than the rural areas. The sample size for the study was based on the simple random sampling technique in which every respondent has equal chance to be selected for study.

3.5.1 Instrumentation

The instruments that were used to obtain the primary data for this study include questionnaires and interview schedule. The questionnaires were administered to the administrators and supervisors of the selected secondary schools in Kaduna State. Enclosed or structured questionnaires spaces were provided for the respondents to fill in short answers 'Yes' or 'No'. On the other hand, the open or un structured form of questionnaire was adopted when there was a need to enquire why the respondent is giving the type of response. The open ended questions offered less restriction to the respondent in terms of possible choice since he/she is free to elaborate his/her opinion in the space provided.

3.5.2 Procedure for data collection

Questionnaires were distributed to the sample of the population and were returned. A questionnaire is highly suitable for the survey research method. Because it enables the researcher to gain a more accurate and clear picture of a

respondent's position or behaviour (Gauru, 2005). This method of data collection is mainly qualitative in nature and it enables the researcher to collect views, opinions and other interesting response from the interview. This method was chosen, since the research was to identify problems associated with the variable of Islamic Studies teachers in some selected Secondary Schools in Kaduna State. It therefore enables the researcher to collect opinions, and ideas of both respondents. As indicated above, an interview was conducted on teachers also. This done to enable the research triangulate information obtained in the questionnaires. Therefore questionnaire was used, to enhance the process of data collection.

A set of questionnaire was developed and filled by the various respondents; teachers, administrators and supervisors of state and quality assurance inspectorates. The questionnaire has six sections which is structured in liker under the following headings:

(I) A: Bio Data

(II) B: Teacher's self-efficacy

(III) C: Teacher's Interest

(IV) D: Teacher's Attitude

(V) E: Teacher's Experience

Section F: On Teacher's Qualification.

3.5.1 Validity of the Instrument

The instrument of the research was validated by the two curriculum experts, the thesis supervisors and three other experts in the field of Education, and Statistic so as to ensure its validity, in terms of content and appropriateness.

3.5.2 Pilot Study

The instrument was pilot-tested, before the final administration to the sampled respondents. Ten (10) supervisors and administrators were administered the questionnaire in five different senior secondary schools in Giwa, Saban Gari, Kaduna and Zaria zone respectively and the following schools administrators were used for the pilot study the schools were G.S.S. Shika, Government Girls Samaru, G.G.S.S Giwa, G.S.S. Tukur-Tukur, Zaria, G.S.S Kawo Kaduna.

The purpose of the pilot study was to:

(a) Determine the reliability strength of the instrument before administration.

(b) Assess the viability of the study before the study.

(c) To identify possible problems or difficulties that respondents may encounter.

(d) The appropriate timing for the completion of some the questionnaire.

3.5.3 Reliability of the Instrument

The degree of error or precision in measuring an estimate of test is called its reliability (Odama 2001).

Consequently, to establish the reliability of the instrument for the study Using split half reliability estimate, the researcher got reliability coefficient of 0.82. Therefore, the instrument was deem fit for purpose it was meant for.

3.8 Procedures For data Analysis

Two schools were drawn each from Shika, Giwa, Kaduna, Samaru and Anchau where the researcher got ten (10) administrators and four (4) teachers in each school to respond to the questionnaires. Questionnaires were therefore administered to them and the researcher waited to get back the filled questionnaires, there was a slight respondent mortality of 14% in which 355 questionnaires were distributed and only 300 were returned. The analysis of data was carried out in two folds. These include answer to research questions and test of the hypotheses. Simple frequencies mean and standard deviation was used for the research questions and f-test (ANOVA), and (PPMR) correlation coefficients were used to test the hypotheses.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF DATA

4.1 Introduction

This chapter presented, analyzed the result gathered from the questionnaire administered to the respondents. A modified instrument tagged **Teachers Variables Questionnaire** was used for collection of data on this study. The instrument was divided into two sections. The first section required the participant demographic information. These include sex, age, status, qualifications, and years of teaching experience. The second section contains the items based on the variables.

The result of the findings were presented based on the impact of the following teachers' variable on students' performance such as, self-efficacy, attitude, experience, interest and qualification. The result was presented by using simple percentages. The qualification of the respondents in the research are

Table:4.1 Distribution of teacher respondents by Qualification

Qualification	Frequency
NCE	30
PGDE	15
B.Ed	180
B.Sc.	23
B.A	12
Med	20
PhD	5
Diploma	15
Total	300

The opinions of the respondents were soughs and analyzed in the following areas:

1. Impact of Qualification on students' performance in Islamic Studies in senior secondary schools, of Kaduna state senior secondary school.

2. Impact of Attitude on students' performance in Islamic Studies in senior secondary schools of Kaduna state.

3. Impact of Interest on students' performance in Islamic Studies in senior secondary schools of Kaduna state.

4. Impact of Experience on students' performance in Islamic Studies in senior secondary schools of Kaduna state.

5. Impact of Self-efficacy on students' performance in Islamic Studies in senior secondary schools of Kaduna state.

4.2 Answering Research Question

This section is set to answer the research question that rose in chapter one, the Simple frequencies mean and standard deviation was used for the answering of research questions. In the light of the problems and the objectives of the study stated, the study attempts to find answers to the following questions:

In the light of the problems and the objectives of the study stated, the study attempts to find answers to the following questions:

4.3 Research Question I

Is there any difference in the views of respondents on the impact of teachers' self-efficacy on Secondary Schools students' performance in Islamic Studies in Kaduna State?

	N	$\bar{X}$	Sd
Self-Efficacy $_1$	300	12.6	2.3
Self-Efficacy $_2$	300	12.5	3.4

The means of Self-Efficacy $_1$ and Self-Efficacy $_2$ is almost then some. Hence there is no difference between the means. The self-Efficacy has mega significant impact on student's performance.

4.4 Research Question II

What way did the influence of teachers' interest affect the performance of Secondary Schools students in Islamic Studies in Kaduna state as viewed by the respondents?

	N	$\bar{X}$	Sd
Teacher Interest $_1$	300	11.9	3.3
Teacher Interest $_2$	300	12.5	3.4

The means of Teacher Interest 2 is greater than (>) Teacher Interest 1 which shows the interest of teachers has influence on student performance in Islamic Student.

4.5 Research Question III

What is the views of respondents on the impact of Teachers' attitude to students' performance in Islamic Studies in Secondary Schools in Kaduna State; the attitude

of teacher influence students' performance in Islamic Studies in senior secondary schools in Kaduna state?

	N	X	Sd
Teacher Attitude $_1$	300	12.1	2.7
Teacher Attitude $_2$	300	12.5	3.4

The means of Teacher Attitude 2 is greater than Teacher Attitude 1 which indicates that teacher attitude has positive impact on Student performance in Islamic Studies. Means can not sufficient instrument to take decision therefore there the need to look for further statistical instrument.

4.6 Research Question VI

Would the teachers' qualification affect their views on the academic performance of students of Islamic studies in Secondary Schools in Kaduna state?

Qualification

Qualifications	N	Mean	Std. Deviation
NCE	5	63.0000	13.65650
B.Ed	19	66.0000	9.00617
Bsc	20	59.6000	8.59865
B.A	20	63.0500	9.78439

PGDE	180	63.4167	11.02961
P.hd	14	61.0714	9.48249
DIPLOMA	14	60.4286	8.78560
HND	28	37.1429	8.28526
Total	300	60.5933	12.77440

From the above table, it can be seen that qualifications affect their views on students' performance in Islamic Studies. The means of all the teachers' categories is between 59.3 to 66.00 except that HND holders which stand at 37.14. This stands at 37.14.

Which means qualification has important impact on students' performance in Islamic Studies and will enhance teacher competence.

4.7 Research Question V

What is the opinion of respondents (with respect to their working experience) on the impact of interactive variable on the performance of Secondary Schools students in Islamic Studies in Kaduna Statethe teachers' years of teaching experience affect their views on the performance of studentsin Islamic Studies in Kaduna state?

Working Expenses	n	X	SD
5 - 10	55	60.5	10.9

15 – 20	81	62.8	11.3
20 - 25	12.3	62.8	11.8
25 – 30	35	66.2	11.5

From the table above it can be clearly seen that the (25 – 30) years working experience has the highest mean. This shows that the more experienced teacher is the better the teachers that have more impact on students' performance.

4.8. HYPOTHESES TESTING

Five research hypotheses were formulated and tested. These hypotheses are based on the data collected from items related to self efficacy, interest, attitude qualification and experience. Analysis of Variance (ANOVA) was used for testing null hypothesis four and five while Pearson movement correlation coefficient were used to test the hypotheses 1,2 and 3 . The level of significance set for the study was 0.05. Consequently, hypothesis is rejected when the probability value is lower than the level of significance set for the study. Likewise hypothesis is retained when the probability value is more than the level of significance.

4.9 Null Hypotheses 1

There is no significant relation on the views of respondents on the impact of teachers' self-efficacy on the performance of students' performance in Islamic Studies in Secondary schools in Kaduna state. This hypothesis relates to issues on impact of teacher Self-Efficacy on the performance of students in Islamic Studies. This hypothesis relates items 1-8 in the questionnaire. The responses of respondents collected, analyzed and presented. The details are given in table 4.6.

Table 4.6: Summary of Analysis variance (Correlation matrix) on the impact of teachers' self-Efficacy on the performance of students in Islamic Studies in secondary Schools in Kaduna.

Table 4.6

	n	$\bar{X}$	Sd	r	p	Decision
Self-Efficacy $_1$	300	12.6	2.3	0.17	0.03	Significant
Self-Efficacy2	300	12.5	3.4			

The P value is 0.03 and this lower than significant level for the study. Therefore, the Null Hypothesis is her by rejected. This means that Self-Efficacy that self Efficiency has significant impact on Students Performance. This agrees with the research of Self-efficacy as Abubakar (2011), in his research self-efficacy is a belief that one is capable of exercising personal control over one's behaviour, thinking and emotions. This has impact on students' performance. Thus, respondents agreed that self-efficacy of teacher influences students' performance.

Therefore, respondents opinion could be interpreted to means that there is significant relationship between self-efficacy of teachers and students performance in Islamic Students in Secondary Schools in Kaduna. This finding reveals that teachers can make difference in students' lives. This is resultant from innovation of different methodologies of teaching adopted by teachers of Islamic Studies. With this development, are expects high performance of students in Islamic Studies examination.

4.10 Null Hypotheses 2

There is no significant relation on the views of respondents on the impact of teachers' interest on the performance of students' in Islamic Studies in Secondary schools in Kaduna state. This hypothesis relates to issues on impact of teacher interest on the performance of students in Islamic Studies. This hypothesis relates items 1- 8 in the questionnaire. The responses of respondents collected, analyzed and presented. Details are given in table 4.7.Table 4.7: Summary of Analysis Pearson Correlation coefficient on the impact of teachers' interest on the performance of students' in Islamic Studies in secondary Schools in Kaduna.

Table 4.7

	Decision

	n	$\bar{X}$	Sd	r	p	
Teacher Interest$_1$	300	1.9	3.3	0.18	0.04	Significant
Teacher Interest 2	300	12.5	3.4			

Form the above table, the P value is 0.04 which is less than 0.05. This indicates that it is significant and therefore HO2 is rejected. X

This table indicated that a significant percentage of the respondents agree that teachers' interest have significant impact on students performance in Islamic Studies. This agrees with Dwyer's research (1993), which sees teachers' interest as one of the most important variable in teaching and learning process. Personal and professional attributes that have been identified as representative of teachers include the ability to show interest in teaching and enthusiasm for teaching.

Good performance in Islamic studies as a subject can be achieved when a teacher shows interest in the subject and ready to impact it. The job of Islamic studies teacher is to impart knowledge to the students, such that they acquire desirable skills, abilities, knowledge interest and other competencies.

In the finding, it has been noted that teachers interest in the teaching of a particular subject influence positively the students' performance in the subject.

The finding therefore reject null hypothesis which sees no significant impact of teachers' interest on students' performance.

4.11 Null Hypotheses 3

There is no significant relationship in the views of respondents on the impact of teachers' attitudes on Senior Secondary School students' performance in Islamic Studies in Kaduna State. This hypothesis relates to issues on impact of teacher interest on the performance of students in Islamic Studies. This hypothesis relates items 1- 8 in the questionnaire. The responses of respondents collected, analyzed and presented. Details are given in table 4.7.Table 4.8: Summary of Analysis Pearson Correlation coefficient on the impact of teachers' interest on the performance of students' in Islamic Studies in secondary Schools in Kaduna

Table 4.8

	n	$\overline{X}$	Sd	r	P	Decision
Teacher Attitude 1	**300**	**12.1**	**2.7**			Significant
				0.28	**0.00**	
Teacher Attitude $_2$	**300**	**12.5**	**3.4**			

Since the P value 0.00 is less than 0.05 therefore the hypothesis was also rejected. It reveals that Teachers attitude has significant impact and relationship on Student performance. The above table indicated that there is significant impact of teachers' attitude on students' performance in the teaching Islamic Studies. With this finding therefore, the null hypothesis that says teachers' attitudes have no significant impact on the performance of students in Islamic Studies in senior secondary

schools in Kaduna state was rejected. It also shows that interaction of teacher is part of teaching process and it plays a vital role. When a teacher exhibits good attitude, the students emulate him a model.

The finding of this research on impact of teachers' attitude on students performance in Islamic Studies tallies with the finding of Caraways (2005), which revealed that a teacher's attitudes, competency and achievement were both positively correlated with teacher attitude toward the subject that the teachers teaches when the attitude of teacher is good the students loves the subject and the teacher serve as a model. It is also in line with the finding of Reach (1993)), who compared the teacher attitude and competencies with his attitude. All the above researchers rejected the finding of Thomas (2006), which says there is no any relationship of teachers' attitude and students' performance. He further said that if a teacher knows his discipline his students would bother to his behaviour. This is Thomas opinion on teacher's attitude but Caraways, Reach and the finding of this provide otherwise.

The study has revealed that there is relationship between teachers' attitude and students' and performance in Islamic Studies. The finding is also was in line with Johnson finding (2007) who concluded that positive attitude of teachers and learners generally produce higher learning results. He also said that teachers' attitude advance students' academic performance.

4.12. Null Hypotheses 4

There is no significant difference in the opinion of respondents (with respect to their qualifications) on the impact of interactive variable on the performance of secondary School students in Islamic Studies in Kaduna state.

There is no significant difference on the views of respondents on the impact of teachers' experience on the performance of students' in Islamic Studies in Senior Secondary Schools in Kaduna state. This hypothesis relates to issues on impact of qualification on the performance of students in Islamic Studies. This hypothesis relates items 1-8 in the questionnaire. The responses of respondents collected, analyzed and presented. Details are given in table 4.19 Table 4.9: Summary of Analysis of variance (ANOVA) on the impact of qualification on the performance of students in Islamic Studies in senior secondary Schools in Kaduna.

Table 4.9:

Qualification	n	means square	df	sum of squares	F	p
Between group	**300**	**2508**	**7**	**17561**		
.					**23.3**	**0.00**
Within group	**300**	**106**	**292**	**31231**		

It can be deduced form the above table that the P value (0.00) is less than 0.05, hence the hypothesis was rejected. This means that teacher's qualification has significant impact on Student performances.

The above table indicate that majority of the respondents are of the view that possessing higher qualification has important impact on students performance in Islamic studies and will enhance teacher competence. Likewise there is a consensus of opinions among the respondents that acquiring higher qualification would positively have impact on student academic achievement as revealed. The research therefore reject the null hypothesis which says there is no significant impact of teacher qualification on students performance, because majority of the respondents are of the opinion that teachers qualification play a vital role and very impact on the students performance.

As indicated in the above table, the respondents agree that teacher qualification is very crucial in teaching Islamic Studies as a subject. This research is in line with the finding of Morgan (2005), sees the qualification of teachers as a crucial factor in promoting effective learning in the schools. He adds that teacher qualification should include mastery of subject matter which usually goes along with qualification. Indeed, it is important to note that qualification and mastery of subject matter are the major factors that positively affect the performance of students and the only instruments enhance good and, effective teaching. More so requires individuals who are academically sound and who care about the well-being of children and youth.

The role of teacher to play on students' performance after qualification it needs to have specialization in the subject. The evidence from the respondents shows that teachers who have earned advanced degrees have a positive impact on students' performance of Islamic studies at senior secondary school of Kaduna state.

4.13. Null Hypotheses 5

There is no significant difference in the opinion of respondents (with respect to their years of teaching experience) on the impact of interactive variable on the performance of Senior Secondary Schools students in Islamic Studies in Kaduna State.

There is no significant difference on the views of respondents on the impact of teachers' experience on the performance of students' in Islamic Studies in Secondary Senior schools in Kaduna state. This hypothesis relates to issues on impact of teacher experience on the performance of students in Islamic Studies. This hypothesis relates items 1-8 in the questionnaire. The responses of respondents collected, analyzed and presented. Details are given in table 4.10 Table 4.10: Summary of Analysis of variance (ANOVA) on the impact of teachers' experience on the performance of students in Islamic Studies in senior secondary Schools in Kaduna.

Table 4.8

Working Experience	N	sum of squares	df	means square	F	P
Between group	300	881.9	3	293.9	2.26	0.081
Within group	300	37689	290	129.9		

In this case the (P) value is greater than 0.05 therefore, the hypothesis was retained. This is online with the research of Doyer (2002), says that on experience teachers do not play a fundamental role on students' performance. He further stated that if teachers have qualifications and mastery of their subject matter, there will knowledge and qualification no need for experience.

Majority of respondents are of the view that experience of teacher does not play a vital role on students' academic achievement. As indicated in the table above P value is greater than 0.05 it shows that experience has no significant impact on students' performance. Certainly the role of experience in teaching is, however, very contentious. Potter (1998) reported the findings of a research on the relationship of teacher training and teaching experience to assessment of teacher

performance. Evidence from the study indicated that teaching experience in not a significant index of teaching effectiveness.

This position is debatable, because experience is very much related to teacher quality which in turn, is an important element in teaching and learning process. Solomon (2011), for instance, posited that students' achievement is unaffected by whether classroom teachers have advance degree or not. However students' achievement increase with teachers' experience. Likewise, the Parents across America (PAA, 2012) submitted that leading to higher student achievement are class size and teacher experience. The submission of Solomon (2011) and that of the PAA (2012) showed the role of experience in teaching to be very important, as opposed Potter (1998) and my research.

Certainly to me I think the experienced teachers are considered to be more able to manipulate and use different appropriate materials and technique to teach particular a topic or subject in general to students. Students who are taught by more experienced teachers are more likely to achieve a better performance to me, this is in line with the research finding of Hawkin and Dorsey (1998), found evidence that although teaching experience appear to be related to students achievement, the relationship may not be liner, students whose teachers had fewer than five (5) years of experience had lower levels of the subjects achievements as measured by the teachers. Similarly I suggested another research should be conducted in a large

scale. It is obviously that government considered experience teacher in recruiting and long time in serve is knowledge on its own.

4.14. Summary of major findings

After analyzing the data gathered from the questionnaire the following findings were observed.

1. The research revealed that there is significant impact of self-efficacy on student performance. Self-efficacy is all about ability to change one's belief and his thinking, Islamic Studies teacher that have the knowledge of self-efficacy are expected to know how to interact with students, to change their attitude amicably.

II. The research revealed that interest of Islamic Studies teachers have significant impact of teachers' on students' performance, this reject the null hypothesis which states that there is no any significant impact of teachers' interest on student's performance. The teacher who has the necessary teaching qualification motivates the students to develop interest in the subject. The research sees the need of organizing symposium and visiting educational centers to build up the interest of the teachers of Islamic studies, to make them love the subject that they are teaching. Interest of the teacher to the subject usually goes with the students' interest.

III. The results revealed that there is the need for the Islamic studies teachers to correct their attitude; however the need to encourage them to see their subject like other subject. This study found that the aim and objective of Islamic studies would not be achieved until the teachers feel that they are taken seriously by government teachers. The attitudes of the Islamic studies teachers need to be tackled and the attitude of teacher play a vital role and impact on students' performance. Positive attitude help students to love the subject and perform better.

IV. The results of the study indicate that teachers' qualification has impact on student's performance; the qualification must go alone with their mastery of knowledge.

Ability to teach Islamic studies competently depends on possessing the necessary teaching qualification including knowledge of Islamic education especially Arabic language, because it is the best language of the subject. When Islamic studies teacher hold higher qualification, it usually helps him/her to be competent in teaching and influences learning performance Teachers of Islamic studies with degree are more competent than the one with NCE in Islamic studies.

Furthermore, the research found that qualification has positive impact on teachers' ability to impart knowledge to their students.

V. The research finding point out that competent teachers are not those that have experience in teaching of Islamic studies and they have self-assurance in

teaching. The study revealed that teaching experience does have impact on student(s) achievement.

Finally, indeed, teachers' variables are of great significance in the teaching and learning process, but unfortunately teachers in Islamic Studies neglect the variables and the methodology of teaching the subject.

4.15. Implications

The implications of these findings are that, the goals of Islamic studies could be achieved through the appropriate use of teachers' variables. The purpose of the study was to determine the impact of teacher interactive variables on students' performance in senior secondary school of Kaduna state. Certainly these variables such as self-efficacy, attitude, interest, experience and qualification are among the most vital aspects of the teaching-learning process.

The implication of this research for teachers was to improve and encourage them to further their education, and they should always be in continued search for knowledge, because knowledge is everlasting and teachers' self-esteem needs to be boosted.

This research indicated that Islamic studies teachers lack relevant teaching qualification, methodology. They should develop mastery of subject-areas.

Teachers of Islamic studies should struggle to raise the status of the subject and protect it from any humiliation, and this would come by hard work of the teachers through teaching the subject effectively.

The experience of teacher are very paramount in the teaching and learning process, but this research revealed that experience is not the means of teaching and it does have any impact on students' performance.

From a teacher point of view, we found the roles of teachers' variables to be very useful, it help to introduce new ways, assess, improve our teaching materials and methods. Teachers that have the knowledge of variables can easily give examples in teaching materials, even clearer for the instructor himself. Surely, this can be good for the students as well. By so doing, they will be able to play their roles effectively in educational programmes that will eventually help the Islamic studies teacher.

With regards to attitude, teachers of Islamic studies are called upon to have a change of attitude towards the teaching of the subject. When they do so, it is belied that this will go a long way to affect the performance of students in the subject.

It has been noted in this research that teachers' interest in teaching of Islamic Studies usually goes a long way to improve the performance of their learners. The interest of teachers in the teaching profession is a sign of development in learning process. Teachers should re-examine their interests and

attitudes, one hopes, they will renew their commitments to education. This would show them that teaching profession is not an ordinary and simple job: it is a profession that they willingly close to pursue, when ever teachers lack interest in teaching, the aims and objectives of the teaching would not be achieved. The study revealed the fact that teachers' interests promote learning outcomes in Islamic studies, and the students' academic achievement. Self- efficacy is what all teachers need to posses not only the teachers of Islamic studies.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Study.

This study was set out to investigate the impact of teachers' interactive variable on students' performance in Islamic studies in senior secondary school of Kaduna state. Five objectives and five research question raised on the impact of teachers' interactive variable on students' performance. The chapter also contains the basic assumption, and the significance of the study. Finally, scope of the study which mapped out the areas covered by the research was thoroughly explained.

Chapter two reviewed dealt with the literature review. Essentially, literatures were reviewed on the following: concepts teacher, academic performance, Islamic education and Islamic curriculum teachers' variables.

The survey design research was used. Population of the study was 2670 consisting of principals, administrators and supervisors of the five quality assurance zones.

Using of James sampling techniques, (2011), 335 respondents were sampled and served with questionnaires but only 300 were completed and retrieved, representing the 85%. The remaining questionnaire represent 15% were not returned. The areas covered were Anchau, B/Gwari, Giwa, and Kaduna and Zaria quality assurance zones of the area were covered.

Data of data was presented in tables using simple percentages and tables to illustrate the percentages of the opinions of respondents.

5.5 Recommendations

The followings are the recommendations of the study:

I. Knowledge of Psychology should be emphasised because it will help the teachers in which the students will be handled in the class. The teacher's perceived efficacy not only influences his/her professional development, but may also have effect on students' learning as epitomized on this research.

II. Only interested teachers should be employed to teach Islamic studies. It has been noted that teachers' interest in teaching of particular subject usually goes a long to improve the performance of their learner, with that government should employed only interested teachers.

III. Good attitude should be considered in the employment of the Islamic Studies teachers.

IV. More qualified and competent teachers that have teaching qualification should be recruited in Islamic studies to teach in senior secondary school: Knowledge of Arabic language should be the criteria for recruiting the teachers of the subject.

V. Experienced is not the means of identification of good teachers as revealed in my research.

5.6 Suggestion for Further Research

According to Leedy (1980), hardily had a researcher provided a solution to the main problem of his research, than his solution creates yet another problem to be solved. In the school system, teacher-related factor variables are only part of the complex aspect of the total interacting to facilitate students' educational achievement, and his academic performance in Islamic studies. There are other variables that need to be explored, like school location, students peer group, home, environments, behaviour of students, economic factor and impact of experience teacher on students performance. These areas will need further research efforts. This research dealt with teachers' interactive variables. Another research should be carried out on impact *of Students' Interactive variable on Academic Performance*

Consequently it is suggested that the scope of this research should be extended to other quality assurance zones and other states and the Nigeria at large

not only Kaduna state. Another research should be conducted for the *Impact of Arabic Language Islamic studies as a subject to the teachers' in Nigeria.*

Government should include Islamic studies as a core subject in the senior secondary school for the Muslim students and should be among the requirement for entry universities to them, this would help government to reduce religious crises in Nigeria and it would give students to know of their religion.

5.7 Contribution to Knowledge

This research of *Impact of Teacher interactive Variable on Students' Performance in Islamic studies in senior secondary School in Kaduna state of Nigeria*, the following contributions to the field of knowledge:

1. Knowledge of Arabic language by Islamic studies teachers could smooth the progress of understanding of the subject effectively.
2. Government would understand that some teachers who teach Islamic studies in the state are not qualified to teach in view of their poor interest in the subject.
3. The curriculum of Islamic studies needs review
4. Academic qualification has impact on students' performance.
5. Good behaviour is paramount in teaching Islamic studies it motivates students to be good and also improve his academic performance.
5. The study explains the teachers' variables which most of the teachers neglected.

6. This is the first study to the best knowledge of the researcher that researched in to self-efficacy as a predictor of teaching variable, which most of the teachers don't have knowledge of, but this study has discussed and showed its significant to the teaching and learning process.

8. It will serve as reading materials that can provide necessary information on quality of teachers and teaching variables.

10. It will be useful to the teacher, educational administration and reference materials for further research.

11. The study like other research work can serve as reference point for prospect researchers.

12. This study showed that teachers are rude and neglects use of variales for conveying the messages properly.

13. Experience doesn't have relationship and impact on students' academic achievement.

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IMPACT OF TEACHER INTERACTIVE VARIABLE ON STUDENTS' PERFORMANCE IN ISLAMIC STUDIES IN SENIOR SECONDARY SHOOLS OF KADUNA STATE NIGERIA

Post Graduate School,
Faculty of Education,
Curriculum & Instruction Section,
Ahmadu Bello University,
Zaria Nigeria.

Dear Respondent,

QUESTIONNAIRE FOR ADMINISTRATORS, SUPERVISORS AND TEACHERS OF ISLAMIC STUDIES

I am conducting a research on ''Impact of Teacher Interactive Variable on Students' Performance in Islamic Studies in Senior Secondary Schools of Kaduna state, Nigeria''. It intended to gather information on the above mentioned topic.

Your responses to the questions asked in the questionnaire would be treated confidentially and regarded as your contribution to the development of education in the state.

Thanks a lot.

Haruna Abubakar

SECTION A

Bio-data

Instruction: Please ‘‘Tick’’ or ‘‘Fill’’ in the information you think appropriate to you.

1. **Status**
   a. Principal ( )
   b. Vice Principal ( )
   c. Vice Principal I ( )
   d. Vice Principal Academy ( )
   e. Senior Master ( )
   f. Supervisor ( )
   g. Teacher ( )
2. **Gender** ( )
   h. Male ( )
   i. Female ( )
3. **Qualification**
   (a) NCE / /
   (b) B.Ed, / /
   (c) B.A / /
   (d) M.Ed, / /
   (e) B.A Ed / /
   (f) B.Sc.Ed / /
   (g) PhD. / /
   (h) Please specify others----------
4. **Working Experience**
   (a) Less than five years (5) / /
   (b) 5-10 / /
   (c) 11-15 / /
   (d) 20years and above
5 **Location of School**
   (a) Urban / /
   (b) Rural / /

Please specify your Quality Assurance Zone----------

SECTION B

General information

From each of the following statements, and question asked, please, kindly tick the most appropriate option provided below.

KEY

S.A= Strongly Agree A = Agreed D.A= Disagree S.D Strongly Disagree.

S/N	Item Statement	Strongly Agree (SA)	Agree (A)	Undecided (UD)	Disagree (DA)	Strongly Disagree (SD)

SECTION C:

Impact of Experience on Student Performance in Islamic Studies at Senior Secondary School

		SA	A	UD	DA		
1	Islamic Studies teachers have experience in teaching the subject.						**SD**
2	Experience of Islamic Studies teacher in teaching Islamic Studies enhances his competency even if he do not have necessary teaching qualification.						
3	The advantages of experience appear to level off after five years of teaching Islamic Studies.						
4	Do you agree that experience in teaching Islamic Studies is the main predictor of teaching competency in the field?						
5	Even if you are experience in teaching your paper qualification can enable your competency.						
6	Islamic studies teachers do not have good experience in teaching profession.						
7	Can experience of teachers has impact on students performance in teaching Islamic Studies.						

SECTION: D

Qualification of an Islamic studies teacher at senior Secondary School

8	Ability to teach Islamic Studies competently depends on possessing the necessary teaching qualification even without specialization in the subject.				
9	Islamic Studies teachers are qualified to teach because they have the relevant teaching qualification.				
10	Islamic studies teacher have good communication skills in the class.				
11	Islamic Studies teachers do not have good Islamic knowledge background to enable them to carry out their responsibilities successfully.				
12	Possessing higher qualification in Islamic Studies will enhance the teaching competency in the subject.				
13	Islamic Studies teachers have the mastery of subject matter.				
14	capability to teach Islamic studies as a subject competently depends on possessing the necessary Registration/Certification by the TR.				
15	Are not really qualify to teach Islamic Studies.				

SECTION: E

Interest of Islamic Studies teacher at Senior Secondary School

16	Islamic studies teachers exhibit good disciplinary behaviours in the school.				
17	Islamic Studies teachers are not committed to their work.				
18	An Islamic studies teacher doesn't have interest in teaching the subject they took the subject as last alternative in their profession.				
19	Islamic Studies teachers make effective introduction of the topic in the class.				
2	They are not logical in the presentation.				
21	Islamic Studies teachers are conscious of time utilization in the school.				
22	Islamic studies teachers are current/update of the contemporary issues because of the carelessness and lack of interest.				

23	Islamic Studies teachers always organise symposium. And visit Educational centres / unit to up date their knowledge				

SECTION: F

Attitude of Islamic Studies teacher in Senior Secondary School

24	The attitudes of teachers have negative or positive impact on student performance.				
25	The personality of Islamic Studies teachers is excellent				
26	Responsibilities are consistently assigned to Islamic Studies teachers because of their good manner.				
27	There is a very good interaction between students and Islamic Studies teachers in the school.				
28	The attitudes of Islamic studies teacher is very bad				
29	Islamic Studies teachers regard his teaching as a stepping stone for greener pasture.				
30	Teachers of Islamic Studies are punctual in the school.				
31	Principals do not affect the productive of Islamic Studies teachers.				

SECTION G

Impact of Self-Efficacy on Student Performance in Islamic Studies at Senior Secondary School

1	The knowledge of self-efficacy enables the teacher to understand the students and personality so as to assist the students to achieve its optimum potential ?				
2	Islamic Studies teacher are qualified to teach because they have the relevant teaching qualification and knowledge of psychology?				
3	Self-efficacy helps teachers to use effective different teaching method?				
4	Islamic Studies teachers do not have good knowledge of education?				
5	Self-efficacy gives the teacher an understanding of principles involved in the process of teaching and learning the application of which involves his effectiveness?				
6	Islamic Studies teacher have the mastery of subject matter, even without self-efficacy?				
7	Capability to teach Islamic Studies as a subject competently depends on possessing the knowledge of Psychology?				
8	Majority of Islamic Studies teachers do no have the knowledge of psychology?				