ASSESSMENT OF THE IMPLEMENTATION OF ISLAMIC STUDIES CURRICULUM IN SENIOR SECONDARY SCHOOLS IN JIGAWA STATE, NIGERIA

By

Bashir Yahaya JIKAS

OCTOBER, 2015

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B.ED ISLAMIC STUDIES (ABU)

M.ED/EDUC/1906/09-10

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DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION

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A THESIS SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES,

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OCTOBER, 2015

DECLARATION

I declare that the work in this thesis entitled “Assessment of the Implementation of Islamic Studies Curriculum in Senior Secondary Schools in Jigawa State” has been carried out by me in the Department of Educational Foundation and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other institution.

_____ _____

Bashir Jikas Yahaya Date

CERTIFICATION

This thesis entitled "Assessment of the Implementation of Islamic Studies Curriculum in Senior Secondary Schools in Jigawa State" by Bashir Yahaya JIKAS meets the regulations governing the award of the degree of Master in Curriculum and Instruction of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

I dedicated this work to my parents, Alhaji Yahaya and Hajiya Rakiya for their constant supports and prayers, may Allah reward them abundantly; and my wife, Hajiya Zainab and her our children: Rabi'a, Rukayya, Sadiyya, Muhammad and Fatima. May Allah reward them abundantly, Amin.

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Abstract

This study assessed the implementation of Islamic Studies curriculum in senior secondary schools in Jigawa state. The focus of this study are to assess the availability of qualified Islamic Studies teachers for a successful implementation of Islamic studies curriculum in senior secondary schools in Jigawa state, assess the use of instructional materials for the implementation of Islamic studies curriculum in senior secondary schools of Jigawa state, ascertain the conduciveness of the learning environment for the successful implementation of Islamic studies curriculum in senior secondary schools of Jigawa state, assess the teachers' utilization of the appropriate teaching methods for a successful implementation of Islamic studies curriculum in senior secondary schools of Jigawa state and finally assess the extent to teachers' capacity building affects the implementation of Islamic studies curriculum in senior secondary schools of Jigawa state. Survey design was used for the study with 384 sample size that comprised principals, Islamic studies teachers and students. Simple random sampling technique was used in selecting the sample participants. The instrument used for data collection was a questionnaire developed by the researcher and was validated by the researchers' supervisors and experts from faculty of education Ahmadu Bello University, Zaria and found it appropriate for this type of study. Data collected were analyzed using Chi-Square statistics. Five research questions were analyzed and five hypotheses were tested and all these were rejected. Findings from the study revealed there was the availability of qualified Islamic studies teachers, inadequate instructional materials and poor appropriate teachers' utilization of teaching methods. Teacher's capacity building enhances successful implementation of Islamic Studies curriculum is not fully operational in senior secondary schools in Jigawa State. Based on the findings of the study recommendations were made which include: government in collaboration with stakeholders should Endeavour to provide additional Islamic studies teachers in senior secondary schools; that available

instructional facilities should be provided and teacher's capacity building should be regularly carried out in senior secondary schools throughout the state.

Operational Definition of Terms

Assessment: As it is used in the study, it means a judgment about something based on an understanding of the situation.

Curriculum: It is a wide concept covers the whole body of knowledge, all activities and learning experience by a student in school that have been planned formally and systematically by educational institutions according to the levels of students.

Islamic Education: It is education in the Islamic spirit which is universal and relevant to all mankind which is aim at developing the entire human aspects physically intellectually and spiritually as well as educate a person to be aware of his nature as a man and his role as the servant of God and his vicegerent on this earth.

Education: This is the process of imparting and acquiring knowledge, skills, norms, values an desirable attitudes through teaching and learning especially in school

Teacher: It is referred to someone who has undergone professional training in teacher- education and certificated to teach in different institutions of learning as his/her profession.

Learner: These refer to individual knowledge, skills, values involved in acquiring desirable attitudes in an institution of learning. .

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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

The Islamic education in northern Nigeria was only formally established during the fourteenth century much earlier than western education, which was formally established in the nineteenth century. Ever since the conquest of the various Nigerian nations by the British colonist at the end of the 19^{the} and 20^{the} centuries, Islamic studies as a subject and even the Islamic studies teachers as a professionals academic and societal guides h.ave been relegated to the background. This has effect in discouraging the Muslims youth from staying the subject in especially at secondary and even post-secondary institutions.

The British colonies seriously under mired the teaching of Islamic studies by appointing people who can hardly motivate and inspire the young mind to learn the subject. Consequently, the students lost confidence in the teachers of Islamic studies as well as whatever they teach. They were only motivated and inspired by the English, mathematics, history or geography e.t.c subjects. This sort of element constitutes the problems being face by Islamic studies as subject and its teaching in Nigerian schools. Consequently, the Islamic studies subject was relegated to the background in school curriculum. Whenever class and examination time tables are prepared the Islamic studies subject is placed towards the end of the day when the students were physically tired, mentally exhausted, and are eager to go to the dining hall for lunch. Every educationalist knows that, there can hardly be any proper mental concentration and interest, in whatever the teacher teaches at such at odd time (Dauda, 1994).

Another problem associated with teaching of Islamic studies in the schools is that of inadequate text books in languages other than Arabic, and the majority of the students of

Islamic studies have problem, a very poor Arabic language background. And they ended up either frustrated or as poor Islamic studies teachers. The teaching of Islamic studies in schools is also handicapped, has hindered the students from being exposed to the practical realities of the subject. Instructional materials such as radio, video recorders as in case of learning Tajweed are lacked (Dauda, 1994).

On the other vein, the Islamic studies as a subject in our schools focus with the problems of shortage teachers. Teachers are shortage and not fully qualified to teach the subject Islamic studies. As far as the subject Islamic studies concern, is the mother of all subjects, and the Book of Allah (Al-Qur'an) is the mother of all books, therefore teaching of students to know the words of Allah as contain in His book is the first priority because of it is the basis and the core of all forms of knowledge hence, the researcher intend to investigate into the implementation of Islamic studies curriculum in selected secondary schools in the emirates of Jigawa state and to see whether or not it conforms with the true teaching of Islam and the question for lifelong education. And also to investigate the problem that confront the teaching of Islamic studies in the few schools selected and with the hope that progress can be made for proper effective implementation of the subject curriculum.

The overall objective in every teaching –learning interaction as usually required is to bring about harmonious development of the individual and acquisition of the desired knowledge, values and skills to enable him/her function in a particular way. The process of teaching needs to be supervised for effective teaching- learning process. The syllabus and curriculum system must be given special care and consideration so as to achieve the desired objectives. Thus, when curriculum system is ensured in every school, there will be positive developments that will bring permanent change in the behaviour of the learner signifying that learning has taken place.

However, human societies differ in the way they teach their children values, norms and skills, while others impart skills in formal way, through organized system, that is a well recognized system approved by the ministry of education. Others prefer more traditional ways in inculcating such desired values, notwithstanding the particular society in which learning takes place, and methodology used, a number of variables interact together to bring about a stable and permanent changes in behaviour.

Consequently, besides the two important variables mentioned in teaching- learning process, the environment in which learning takes place has to be conducive for learning. In formal learning, schools are not just a place to learn, to read and write but also receive complete education. Therefore, schools have to provide suitable environment for effective and proper development of the learner so as to acquire the desired skills, but where the school environment is deficient or lacking in the materials required for effective learning, the designed objectives could not be achieved.

This study was carried out in order to address the importance of school facilities and equipments that need to be made available in all senior secondary schools of Jigawa states in the study area. The absence or shortage of facilities and equipments in the senior secondary schools particularly in the educational zones of Jigawa state would be a stumbling block and impediment towards the excellent academic performance of the senior secondary school students. It is in view of this that a decision was taken to make a research on the assessment of the implementation of Islamic Studies curriculum in senior secondary schools of Jigawa state.

1.2 Statement of the Problem

As a developing country, Nigeria's policymakers recognized the imperativeness of education to sustain national development and progress (Nwagu, 2011). He further stated that

the aim of education in Nigeria is to provide the necessary knowledge, skills, attitudes and values to the citizens, so that they can become useful to themselves and to the society. In addition, this will enable them (learners) to participate toward the development of their communities. Specifically, these educational objectives can be broadly presented as assimilation of national consciousness and national unity; an acclimatization of the right values and attitudes for the survival of an individual and the Nigerian society; an equipping citizens with the awareness the world in general.

However, to achieve these educational objectives proper, curriculum implementation is imperative. According to Okundaye (2003), curriculum is a means through which societal values are translated by the educational institutions into tangible and attestation. He further contended that curriculum portrays and transmits to the learners what the society considers worthwhile. Therefore, Ibiwumi (2011) asserted that for a successful attainment of educational curriculum, government and other stakeholders in education should make adequate provision of human and material resources. He added that qualified teachers, instructional facilities, learning materials and conducive learning environment among others facilitate implementation of educational curriculum in secondary schools.

On the other hand, the description of Nigeria as a nation state by the World Bank (1996) has continued to be confirmed by events and official statistic. The philosophical nature is that, educational standard in Nigeria contracts the country's inadequate consideration in the sector, among others. It is obvious that the country (Nigeria) is enormously endowed with human, agriculture; petroleum, gas and large untapped resources, but education and academic standard are left behind (Obadan, 2003). He continued that Nigeria earned $300 billion from the sale of crude oil in the last three decades of the twentieth century, but rather than to record remarkable progress in national development which education is the backbone, Nigeria retrogressed to become one of the poorest nations

in the World.

Moreover, the situation is not different in Jigawa state where students in secondary schools are expected to benefit from the rich resources of the country through the provision of human and material resources to facilitate smooth implementation of educational curriculum in secondary schools. But, students are living in academic failure particularly in the area of qualified teachers, instructional materials, seminars and workshops for teachers, learning materials, good classroom building with adequate furniture, class population among others thereby making it difficult for teachers the key actors to successfully implement educational curriculum in secondary schools in the area.

Ajayi (2007) has identified conducive learning environment, teachers training and retraining programme, enough qualified teachers, regular supervision of teachers, normal class population and learners interest as the most potent factors for positive implementation of educational curriculum in secondary schools. Therefore, it is against this background information that the researcher wants to assess the implementation of Islamic education curriculum in some selected secondary schools in Jigawa State.

1.3 Objectives of the Study

The following objectives are raised with regard to this study:

1. assess the availability of qualified Islamic studies teachers for a successful implementation of Islamic Studies curriculum in secondary schools in Jigawa State.
2. ascertain the conduciveness of the learning environment with regards to favorable atmosphere for a successful implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State.
3. to ascertain the extent to which teachers capacity building affects the implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State.
4. assess the availability and appropriate use of instructional materials for a successful

implementation of Islamic Studies curriculum in secondary schools Jigawa State.

5. to assess the teachers' utilization of the appropriate teaching methods for a successful implementation of Islamic Studies curriculum in secondary schools in Jigawa State.

1.4 Research Questions

The following research questions are formulated to guide the study:

1. What are the teaching qualifications for a successful implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State?
2. To what extent does conduciveness of the learning environment enhances a successful implementation of Islamic Studies curriculum in senior secondary schools in Jigawa state?
3. To what extent does teacher's capacity building enhances a successful implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State?
4. To what extent does the availability and appropriate use of instructional materials enhances a successful implementation of Islamic Studies curriculum in senior Secondary schools in Jigawa State?
5. To what extent does the teachers' utilization of appropriate teaching methods enhance a successful implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State?

1.5 Hypotheses

The following Hypotheses are formulated for this study:

1. There is no significant difference between the opinions of teachers' and principals' and students' with regard to the availability of qualified Islamic studies teachers for a successful implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State.

2. There is no significant difference between teachers 'and principals' and students' opinions with regard to the availability and appropriate use of instructional materials for a successful implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State.

3. There is no significant difference in the opinions of teachers'/principals' and students' with regard to favorable learning environment for a successful implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State

4. There is no significant difference between teachers'/principals' and students' opinions with regard to teachers' utilization of appropriate teaching methods for a successful implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State.

5. There is no significant difference between teachers'/principals' and students' opinions with regard to teacher's capacity building for enhancement of a successful implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State.

Basic Assumptions

The following assumptions are raised with regard to this research:

1. adequate qualified teachers are expected to facilitate a successful implementation of Islamic Studies curriculum in senior secondary schools of Jigawa state.
2. Availability of relevant instructional materials in senior secondary schools is expected to facilitate student' understanding and help teachers to attain their instructional objectives.
3. Conducive learning atmosphere is capable of influencing students' academic achievement and can increase teachers' productivity.
4. If teachers can utilize various teaching methods appropriately is capable of facilitating students' understanding as well as helping teachers to realize their instructional

objectives.

Knowledge acquired by teachers through training and retraining would not only help teachers in teaching their particular subject, but would make them more productive and functional in other areas.

1.7 Significance of the Study

The researcher believes that, assessing the curriculum of Islamic education implementation will be beneficial in the life of every Muslim. The research will be of immense benefit to the society and teachers teaching the subject will make use of the finding to improve their knowledge in the subject. The research work will be a work of value in taking decision on curriculum change in the Islamic system of education. The ministry of education Jigawa state can make use of the research finding to draw policies and programmes that will improve the teaching of Islamic studies in secondary schools.

On the other hand, readers who laid their hands on the research work will benefit from the prospects in teaching Islamic studies, students who are opportune to read the research work will benefit from the recommendations of the write up which bother more on teaching and learning. Policy makers can borrow a leave from the findings of the study, map out effective instrument and programmes that will enhance better teaching of Islamic studies in secondary schools.

Educational agencies such as Jigawa state Educational Resource Department (JERD), Islamic Education Bureau (IEB) e.t.c in the state can benefit from the recommendations of the study to train and re-train teachers of Islamic studies for more productivity. The research is a contribution to Islamic education curriculum planners and the result could be used to make improvement and suggestion for the development of Islamic studies teaching in secondary schools and different levels of Islamic studies students. The research may open up a relatively unexpected area for continued research work.

The study is very crucial to the curriculum planners. The curriculum planners are professional individuals who are well trained in curriculum management, they are active participants in the field of curriculum and they are responsible for curriculum planning as regards to contents and implementation procedures. Therefore, curriculum planning has been seen as a collection of readings that presents the knowledge, skills and alternative strategies needed by curriculum planners and teachers at all levels of education from early childhood through adulthood.

Thus, the curriculum planners through this study will come to know whether the Islamic Studies curriculum is fully implemented in senior secondary schools of Jigawa State or not. However, if the implementation of Islamic studies curriculum is successful in senior secondary schools of Jigawa state, then the curriculum planners will have a thorough knowledge on the current Islamic studies curriculum implementation of senior secondary schools of Jigawa state.

The research is also useful and beneficial to the federal, state and local government education policy makers. The policy makers in education include: the minister of education, commissioners of education, local government education secretaries and so on. Therefore, the outcome of this research will give them a clear picture of the level of Islamic studies curriculum implementation in senior secondary schools of Jigawa state. Having known the current level of Islamic studies curriculum implementation in the schools, the policy makers can create or formulate new educational policy that will ensure the same Islamic studies curriculum implementation in all senior secondary schools of Nigeria.

The public in the business of education are also expected to benefit from this study for obtaining good output in senior secondary schools of Jigawa state. It has been aware that the concern of most public today is mainly on what they can do to help children to acquire a sound Islamic education because of its place of influencing and preparing individuals for

facing other processes of Islamic knowledge. This research will therefore help the general public in knowing the significance of Islamic Studies. The study will also reveal to the general public the importance of providing enough school facilities that will facilitate the teaching- learning process so as to have effective and a sound knowledge of Islamic Knowledge.

1.8 Scope of the Study

The study was conducted to assess the implementation of Islamic Studies curriculum in selected senior secondary schools in Jigawa State. The subjects for the study are Islamic studies teachers, principals and students of public secondary schools in Jigawa state. The study was delimited to senior secondary schools in Hadejia, Ringin and Gumel Educational Zone of Jigawa State. This study was conducted on senior secondary schools of Jigawa State.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discussed what authorities have said or written in respect of the different aspects of the study at hand. However, it included theoretical framework; concept of Islamic education; the importance of Islamic education; the aims and objectives of teaching Islamic studies education; the role of government in the implementation of Islamic education curriculum, the role of supervisors in Islamic education curriculum implementation; the role of teachers/principals in the implementation of Islamic education curriculum; the Islamic studies teacher; instructional materials for Islamic studies curriculum implementation; methodology for teaching Islamic studies; evaluation for Islamic education curriculum; empirical studies and summary.

2.2 Theoretical Framework

The theoretical framework for this study is based on the Content Input Process and Product (CIPP) of evaluation theory by Stattery (1986) and Discrepancy Evaluation Model (DEM) by Privu (1979). The CIPP) model of evaluation is the process of ascertaining the decision areas of concern, selecting appropriate information, collecting and analyzing information in order to report summary data to decision makers. Moreover, the theory recommends that for a decision to be taken on a certain phenomenon, a corresponding evaluation should be used. This kind of evaluation identifies the unmet needs of an environment and problems that prevent the needs from being met and opportunities being used. Diagnosed of the problems helped the evaluator to develop objectives that would improve the programme. For instance, teaching method or use of instructional materials. The evaluator tends to develop an objective that will be a solution to the unmet need thereby solving the problem.

b) Input Evaluation: This kind of evaluation provides information for determining how to utilize available resources to achieve the desired programme objective. For example if a programme objective revolves round the mastering of certain objectives in a subject, the input evaluation task would be to identify, obtain and provide information needed by programme managers regarding which resources to be used and in what manner they should be employed in order to promote the achievement of the programme objectives .c) Process Evaluation: This provide a periodic feedback to the manager of a programme (teacher) that had been designed, approved and are being on its implementation stage. It provides information for programme decision and maintains a record of the procedure as it occurs. The process evaluators monitor the actual procedures as process valuators, monitors and the actual procedures in education in order to help educational decision makers anticipate and overcome procedure difficulties.

d). Product Evaluation: The aims at this stage are to measure and interpret attainment not only at the conclusion of an education programme but as often as necessary in the process of curriculum implementation. The decision makers can take action on whether to continue the programme or modify it.

On the other hand, the Discrepancy Evaluation Model (DEM) which is the second model sees evaluation as the process of determining a programme standard and see whether a discrepancy exists between some aspects of the programme. According to this evaluation model, the purpose of programme evaluation is to determine whether to improve, maintain or terminate a programme. However, the model has identified the following stages for evaluation:

i. Design Stage: This is the documentation of a programme that includes objectives, human and material resources available for instructional activities that are likely to help in the attainment of the objectives;

ii. Installation Stage: The idea behind this stage is whether the programme installed is congruent with its installation plans.

iii. Process Stage: this is the stage of determining the achievement of the programme objective using discrepancy model to compare standard and performance.

iv. Product Stage: At this stage, one of the outcomes (products) is presented to decision makers who may now maintain, alter or terminate the programme based on their assessment of the product.

2.3 Concept of Islamic Studies Curriculum

Islam is the name of the religion, whose first prophet was Adam (AS) and whose final prophet was Mohammad (SAW); it means a state of peace achieved through surrender to God. The term Islamic is accurately applied only to that which pertains directly to the faith and its doctrines (such as Islamic values, principles and beliefs, Islamic worship, Islamic laws). However, the Islamic education according to Douglass (2000) is the efforts by Muslim community to educate its own members to pass along the heritage of Islamic knowledge, first and foremost through its primary sources " Holy Qur'an and the Sunnah" of the prophet Mohammad (SAW). This education might take place in mosques, schools or universities and other organizations establish by Muslims.

According to Halsead (2004) Islamic education is to know God as the unique Lord of the human and the world, to select Him as one's own Lord, to undertake His guidance and regulations, and to avoid what is contrary to them. According to this definition, education refers to the process of becoming divine. Three basic elements are involve in this process:

knowledge (of God as the Lord), choice (Choosing God as Lord), and action (undertaking god's Lordship throughout one's life). In the opinion of Nasr (1989) Islamic education is the religious education in which the person studies religious knowledge, starting with Qur'an and matters of worship like purification, prayers, zakkat, fasting and hajj. He may also learn other matters like etiquettes of eating and drinking, Islamic dress, family relationship, business transactions, criminal law, and inheritance. All of this knowledge is drown from the Holy Qur'an and Sunnah and from the writing of Islamic scholars.

Bugheri (2001) described Islamic Studies as a broader term embracing knowledge in general in a framework where the teacher, the students, the school, and the syllabus all comply with Islamic values and teachings. The syllabus will include a generous amount of coursework devoted to Islamic education. Moreover, the syllabus would not include any text that can contradict with Islamic beliefs and teachings.

2.4 Islamic Studies Syllabus

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

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 perfection the students in reading skills is the responsibility of especially trained teachers.

The focus of the second section is memorizing and learning 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.

The basic beliefs in 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.

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 display all the virtues of Islam. How to respond to peer pressure and the media are also introduce early so that an Islamic perspective guides their choices and actions.

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

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

This enables the students to appreciate the richness of the Qur'an, by learning about its eternal message for mankind. The meaning 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.

The books of Hadith provide the section 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 (1999) states the following as the components of Islamic Studies 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 inter-related 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 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 and fraternity.
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 the 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.

2.5 The Importance of Islamic Studies Curriculum

For ages, Islamic religion through its education which is a most for all believers has been contributing substantially towards human civilization. It was Islam that reviewed and sustained modern world civilization through the study of all branches of science and technology (Safi, 1999). On the other hand, Dauda, (1994) noted that Islamic education is of important to man to understand the sole purpose of his life in this world and to enable him develop a sound faith and establish corresponding good deeds that will make his life successful both in this world and the hereafter.

Thus, Islamic education also encourages material knowledge. This is supported by the contributions of different scholars such as Hassan and Hill (1986) who stated that prophet

Mohammad (SAW) encouraged the study of Mathematics, Astronomy, and Chemistry and so on. It is believed that knowledge helps a person to follow the way to paradise, helps in times of trouble and it can lead to personal happiness. Also, prophet Mohammad (SAW) was reported to have said "the basis of Islamic is education". In another narration, prophet Mohammad (SAW) made a statement that "search for knowledge is obligatory upon every Muslim". Transmitted by Imam Ibn Majah.

Khalidi (2000) is of the opinion that Islamic education has a part of its importance of Molding Muslim's personalities and balance. It neither tilts completely towards this world of materialism nor completely towards hereafter. This is synonymous to the order by Allah (SWA) for Muslim to request in their supplications (du'a) that "Our Lord: Grant us the best in this World and the best in the hereafter (Qur'an: 2: 201). Islamic education is therefore, important at the total development of man physically, mentally, spiritually, intellectually, morally, psychologically, economically and emotionally. According to Douglass (2000) Islamic Studies aimed at producing a well discipline, morally upright, spiritually well groomed, highly skilled and responsible Muslim personality who knows his right without denying others their right and is prepared to change his obligations and responsibilities in the best interest of the people (Ummah).

Dauda (1991) is of the opinion that Islamic education is important in inculcating and strengthening of basic values and help in training Muslim youths in the correct ways and manners of adjusting themselves and to change the environment they live. It is perhaps through the thought of such an aim that the system of Islamic education is found not to be as luxious as the western type. In the Islamic type for instance, where students are encouraged to seek for arms from charitable, Muslims may on the surface look ridiculous to outsiders.

2.6 The Aims and Objectives of Teaching Islamic Studies

Teaching of Islamic education is not like the teaching of other subjects in number of

ways. According to Dauda (1994) there are fundamental aims and objectives governing the teaching of subjects such as Islamic studies, subjects that guide mankind to live a happy, prosperous, peaceful, productive as well as happier, blissful and successful life in this world and hereafter. Therefore, teaching of Islamic education aims at seeking the pleasure of Allah (SWA) and acceptance from Him and to extend the message of Islam to those who do not know.

In the words of Gabriel (1999) teaching of Islamic education geared towards developing the students intellectually, morally and wholly as ideal Muslim personality, whose perception of life is that he has been created by Allah (SWA) basically to worship Him and to represent His authority on earth; therefore he out to be the master of this contemporary world and struggle to enjoy Allah's acceptance, pleasure and grater bliss in the hereafter. Bulliet (1994) asserted that teaching of Islamic education does not centered merely for the sake of a paper qualification and a job but, broad-oriented education with its fundamental objectives of character molding of students and socio-moral discipline. In addition, teaching of Islamic education is to comply with the divine instructions that the Muslims should enjoy people to do good deeds and warn them against doing evil. Dansabe (2006) has identified the following aims and objectives of Islamic education:

i) To inculcate into the believer the Islamic culture through the study of the Qur'an and Hadith of the Prophet Muhammad (S.A.W);

ii) Preparation for a useful living in this world and preparation for eternal living after death;

iii) To produce an individual who is man of strong faith, of sound moral character who is ready to accept Islam as a total way of life with its supreme spiritual,

political, economic and social principles;

iv) To produce a well-integrated society which is ready to apply the Shari'a in all its aspect; and

v). To produce a strong self-reliant nation this is free from any want. Page, 18.

2.7 Concept of curriculum implementation

For any curriculum plan or innovation to become fully meaningful, it must be adequately implemented because the way it is implemented influences the degree of its success. However, in the opinion of Guga and Bawa (2012) curriculum implementation is the actualization, concretization, making real the planned curriculum. They further added that it is a critical phase of the cycles of planning and delivering a curriculum. It focuses on the actual use of the curriculum and the attitudes of those who implement it (teachers). This according to them is particularly important where there is very little supervision on the activities of teachers as is the case in the Nigerian public schools.

According to Ben-Yunus (2000) curriculum implementation engages many participants; such participants include the ones outside the school and those inside the school. Participants outside the school include Institutes of Education, Education Commissions and Board. Federal Government Educational Control Bodies like National Teachers Institute (NTI), Nigerian Educational Research and Development Council (NERDC), Join Admission and Matriculation Board (JAMB), West African Examination Council (WAEC), National University Commission (NUC), and National Commission for Colleges of Education (NCCE). Such bodies engage in research work, training of personnel, planning and production of materials that facilitate any changes introduced. Then, participants within the school include the teachers, the learners, supportive staff, the Parent Teachers Association (PTA) and the principals.

In the opinion of Umar and Rano (2010) curriculum implementation is the process that involves helping the learner to acquire knowledge or experience. It is important to note according to them that curriculum implementation cannot take place without the learner. Therefore, implementation takes place only when the learner acquires skills, ideas and desirable attitudes that can enable the same learner to function effectively in the society.

Stenhouse (1979) identifies teacher as the agent in the curriculum implementation process and implementation him is the manner in which the teacher selects and mixes the various aspects of knowledge contained in the curriculum document or syllabus. He added that the teacher personalities, the teaching materials and teaching environment interact with the learner and as well determine the success of the curriculum implementation. Cowie (2009) described curriculum implementation as when the planned or officially designed course of study is translated the teacher from the syllabus and scheme of work through lessons that would be delivered to students.

Hipkins and Cowie (2009) curriculum implementation is an interaction between those who have created the programme and those who are charged to deliver it. They added that implementation of curriculum requires educators to shift from the current programme which they are familiar with to the new or modified programme and it involves changes in the knowledge, actions and attitudes of people. Also, Orntein and Hunkins (1998) curriculum implementation as:

- A process of professional development and growth involving ongoing interactions, feedback and assistance;
- A process of clarification whereby individual and groups come to understand and practice a change in attitudes and behaviours, often involves using new resources;
- It involves change which requires effort and will produce a contain amount of

anxiety and to maximize these, it is useful to organize implementation of educational curriculum into manageable events and to set achievable goals; and

- It requires a supportive atmosphere in which there is trust and open communication between administrators, teachers, educators and where risk-taking is encouraged.

Loucks and Lieberman (1983) contended that curriculum implementation is the trying out of a new practice and what it looks like when actually used in a school system. For example, a curriculum plan in enhancing technology integration across the curriculum is introduced and you would want to know whether what was intended in the plan is actually being done in the classroom.

2.8. Process **of Curriculum Implementation**

The process of curriculum implementation can be seen in two phases. This includes the preoperational stage and the operational stage. Several issues within each of the two stages are discussed, for curriculum change in general and specifically for education. The key elements in curriculum implementation are: support (material and human), change strategies, communication channels staff, development and instructional planning. Each element has its own role to play in the process and the lack of any single element will hinder the efficiency of the change. The following processes are involved in the implementation of curriculum.

Aims and objectives: Education using the process of curriculum tries to change the behavior of an individual in line with expectation. These desire outcomes are regarded as educational aims, or objectives. It can be in general or specific forms and usually sourced through learner subject matter.

. Selection of Content: This has to do with knowledge, skills, attitudes and values to be learned (Onwuka, 1981). The problem with content is that, there are many things of learning that cannot be possible given time and facility frame.

. Selecting of Learning Experiences; Tyler (1949) in Onwuka (1981) viewed learning experiences as the interaction between the learner and the external condition in the environment to which he can react. This interaction could be mental contemplating, questioning, thinking, judging decision e.t.c. the overriding effect so that an experience of learning is taking place.

. Organization and Integration: This is crucial because it influence the efficiency of instruction and the amount of learning that take place in an educational setting. Effective integration can solve the curriculum problems of continuity, sequence and integration.

. Evaluation: This is the process which seeks to change the behavior of students in the direction of objectives considerable desirable. It is the process of determining the nature and extent of changes in behavior of students of a programme of curriculum and instruction.

2.8.1 Models of Curriculum Implementation

Garba (1996) made an exhaustive study of how innovation, whether in education, or Other areas can be implemented. He identified three models of curriculum implementation namely:

1. **The Center Periphery Model**: In this model, the implementation is gently controlled either by government or its agency. The experts that monitor the implementation, the resources requires and the training facilities are all centrally controlled by the agency charged with the responsibility for the implementation. For this system to work effectively there is the need for adequate communication network, effective supply of materials and constant monitoring of the feedback from the periphery.
2. **Proliferation of Centers Model**: in this model, there should be both primary and secondary implementation centers. The primary centers are responsible for managing the secondary centers. They provide them with training materials and resources

needed. The secondary centers engage in diffusing and spreading the changes in their individual areas of control for this model to succeed there must be sufficient materials and training facilities at the centers. There should be effective communication network adequate finance and effective supervision.

3. **Shifting Centers Model**: In this model of implementation, a new idea rises in a period of time and with varieties of success or versions. They may have the same name but approaches may differ. For example, the up scheme was started in the 50's by Awolowo in the western region and lunches in 1965. Therefore, after 1975 the federal government began its own scheme.

2.8.2 Stages of Curriculum Implementation

This described as the planning of learning opportunities intended to bring about certain desired changes in learners and the assessment of the extent to which these changes have taken place, curriculum implementation is a complex process as such it involve different stages. These can be group into:

i) Centralized Approach: In the centralization of curriculum implementation, the government gives directives regarding what should be taught in the schools. The government dictates the curriculum of any nation without input from individual state.

ii) De-centralized Stage: In this stage, each state is left to develop it curriculum and implement it according to its needs, values, aspiration, beliefs and peculiar culture background.

iii) Centrally Coordinate Approach: Curriculum expert believe that curriculum should be develop and implement by a team comprising classroom teachers, federal and state ministries of education, professional association and religious bodies. The curriculum that

is developing using this system is referred to as centrally coordinated approach. Each group has a specifies function to perform. However, the federal (central) government usually represented by relevant ministry bodies or unit coordinates the activities of the team.

2.9 Implementation of Islamic Studies Curriculum

According to Dauda (1994) no learning experience can be consciously acquired without some objectives or purpose for which the experiences are gained. And Islam seriously emphasizes that for every human action that ought to be an aim, some purposes or some objectives behind. This is why the messenger of Allah (S.W.T) said "Verily all actions are going to be judge according to intentions (aim)".

Islamic education is the umbrella title for the totality of learning experiences and disciplines under taken within the Islamic doctrinal framework. According to Badmos (1996) Islamic education is the whole range of knowledge (acquired and revealed) which is transmitted for the main aim of developing man's intellectual, physical and spiritual being. All the three aspects and domains of man that should be developed are taken care of in Islamic education.

The disciplines which are tagged secular in public schools fall within the realm of Islamic education because man needs them for normal and balanced growth and also Islam does not draw line between secular and spiritual aspects of man. It is against the background consideration was made on Islamic education curriculum under review a specifically selected aspect of Islamic education. In subjects such as science, mathematics, geography, history e.t.c is classified secular which according to the thinking of the secularists have nothing to do with religion. And this is consequent upon the above mention, the religious orientation for the Muslim students, (children) is at stake. Since they lack opportunity to perceive religion during the course of the so-called secular subject, their religious needs must be met in a specifically packaged religious curriculum. So it is through this that when Islamic curriculum

is implemented effectively by the implementers (teachers) through this, the Muslim children will able to:

a) Perceive religion from Islamic point of view

b) Recognize the purpose of their creation as human beings.

c) Make conscious efforts towards fulfilling the purpose of creations.

d) Make conscious efforts towards attaining success in this world and hereafter.

e) Appreciate the Islamic culture which must be projected and preserved.

f) Recognized the moral precept of Islam, which must be internationalized and thereby reflecting in words and deeds.

g) Put into use the instrument which Islam prescribed for the Muslims towards maintaining normal relationship with God, the creator and follow human beings.

With the above broad objectives in focus, the scope of the Islamic studies curriculum is easily identified, and with the full and effective implementation of the curricular by the teachers or any other agent of curriculum will help in, facet of life of the Muslim child which is spiritual and moral. It will enable him to develop the right attitude to life with view to making him useful to himself, to his community and above all to be an obedient servant to Allah (S.W.T)

2.9.1 The Role of Government in the Implementation of Islamic Studies Curriculum

A nation's policy on education is government's way of realizing the part of the national goal which can be achieved using education as a tool in Nigeria, the government through the ministry of education and other related agencies designed and approves the national policy on education and planned curriculum. As contained in the National Policy on Education (2004) that for the benefit of all citizens, the country educational goal should be clearly set out in term of their relevance to the needs of the individual and thus of the society in consonance with the reality of our environment. Some of the roles of government in the

curriculum implementation which are also contained in the National Policy on Education (NPE) includes the following:

i) The designing of the curriculum: The government is responsible for designing the national curriculum through the ministry of education. For example, the national curriculum conference of 1969 which led to the draft of the National Policy on Education in 1977 as the first edition and the need to update the third edition (1998) which led to the fourth edition of 2004 NPE (2004).

ii) Funding of Education: Education is an expensive social service and requires adequate financial provision from all tiers of government for successful implementation of the education programmes. The federal and state governments are responsible to set aside a percentage of their funds to support educational research and development.

iii) Resources Centers: Educational services facilitate the implementation of education policy; the attainment of policy goals and the promotion of effectiveness of educational system. To achieve these, government established teacher's resource centers where teachers would be meeting for discussion, investigation, study workshop, short courses and conferences.

iv) Teachers' motivation: Another role of the government is the motivation of teachers, as stated in the policy (2004) special and adequate inducement shall be provide for teachers in the rural area to make them happy and stay on their jobs. That is to say will be better for rural teachers to encourage them work happily with thinking of leaving the job.

v) Supervision: Another role of government as stated in the NPE (2004) article 115/116 is establishment and organization of supervision and inspectorate services for monitoring and maintaining minimum standard in all the educational

institution.

vi) Arranging for in-service Education: This involves planning and implementing learning experiences that will enhance teaching and improve the competence of teachers, promote in-service education, develop and promote effective use of innovative materials in schools article 100 of the (NPE,2004).

Denga (2005) asserted that it is the responsibilities of government to recruit and post staff to schools. This is done through the recommendations of the principal in the study areas so as to create efficiency in teaching and learning process.

Finally, government has taken upon itself to monitor and evaluate the implementation of the National Policy on Education provision which includes funding, policy making, rising structures, employing, and paying teachers' salaries and keeping the workers in the job. The above, cannot be fully established as been played by government in the implementation of said curriculum as a whole and the study area in a particular without the supply of school facilities. Edem (2006) asserted that it is the ministry of education that provides furniture, equipment, books and expendable materials to schools as their inadequacy constitute unbalance among teachers.

2.9.2 The Role of Supervisors in the Implementation of Islamic Studies Curriculum

Supervision consists of all activities leading to the implementation of instructions. Adewole and Olaniyi, (1992) stressed that such activities are related to improvement of human relationships, in-service education, curriculum development, evaluation and decision making. They also contended that supervision is a means of superintending and overseeing various establishments and harnessing the loyalty of staff, members concerned so that the jobs in which they do will be properly carried out. Also they stressed that a supervisor is a resource person, a teacher of teachers, one who has the ability to perceive desirable educational objectives and to help other contributes to this vision and

to act in accordance with it.

The roles and functions of supervision as discussed by Shehu and Tijjani (2007) are as follows:

i. Developing Curriculum: This involves designing or redesigning what is to be thought by whom, when, where and in what pattern. Developing curriculum guide, establishing standard, planning instruction unit and instituting new courses are example of this task area.

ii) Organizing Instruction: This means making arrangement whereby students, staff, space and material are related to time and instructional objectives to coordinate in most efficient ways: grouping of students, learning classes' schedules, assigning spaces, allocating time for instruction, scheduling, planning events and arranging for teaching are examples of this task area.

iii) Providing Staff: This means ensuring the availability of instructional staff members in adequate number and with appropriate competencies for facilitating instruction, recruiting, screening, selecting, assigning and transferring staff and endeavors included in this task area.

iv) Providing Materials: This means selecting and obtaining appropriate material for use in implementing curricular design by previewing, evaluating, designing and finding ways to provide appropriate materials are included in this task.

v) Arranging for in-service Education: This involves planning and implementing learning experiences that will improves the performance of the staff in instructional related ways. This task area involves workshop, consultations, fieldtrips and training sessions, as well as formal education.

vi) Orientation of Staff Members: This means providing staff members' basic

information necessary to carry out assigned responsibilities. This includes getting the staff members acquainted with facilities, staff and community, but it also involves keeping the staff informed of organizational developments.

vii) Developing Public Relation: This also involves proving for a free flow of information on matters on instruction to and from public while securing optimum levels of involvement in the promotion of better instruction.

viii) Evaluation: Evaluation instruction, planning, organizing and implementing procedure for data gathering analysis and interpretation, and decision making for improvement of instruction.

2.9.3 The Roles of Principals in the Implementation of Islamic Studies Curriculum

In a school situation, the principal is a professional leader. The principal of the school hold the key position in the programme of instructional improvement through supervision of instruction. Nwaogo (1980), the title of a principal is an appropriate designation for the chief administrator of a single school. This does not mean that his responsibility is limited to a particular building but rather to an organizational segment of a programme. He further stated that in Nigerian context, the title of a principal is usually refers to as the head of a secondary school or post primary institutions. He identified the following as the major roles of principal in the implementation of Islamic education curriculum:

i) Decision making: The principal is a decision maker, both coordinating and planning, ultimately lead to the need for decision making and the implementation of the decision. Decision it involves conscious choose from among a set of completing alternative. Most typical area of instructional goal, identification, staff recruitment, promotion and retention students' management, discipline, physical facilities, students' admission evaluation and supervision

are subjected to the principal decision.

ii) Instructional Leadership: The principal has to provide for evaluation for reasonable alternatives in and facilitation of curricular decision. He also has to evaluate instructional efforts of the teachers under his general supervision to assist them in improving the effectiveness of instruction, and to make recommendations for actions by or in relation to, those teachers for the improvement of the total instructional efforts, the role of instructional leader is most often declared to be central to functioning of the principal.

iii) Mobilization of Instructional Staff: It is the responsibility to mobilize instructional staff for achieving of the objectives by enlisted team co-operation.

vi) Identification of School Philosophy: The principal as a team leader should help to identify goals and philosophy undergoing his organization. These goals and philosophy should of course, reflect the culture and the aspiration of the community in which the school is located particularly that which is stated in NPE.

vii) In-service: Here, the principal is to ensure that compulsory workshop should be organized for Islamic studies teacher to update their knowledge in the concept of philosophy, methodology and evaluation of Islamic education programme.

2.9.4 The Roles of Teachers in the Implementation of Islamic Studies Curriculum

Ben-Yunus (2000) the classroom teacher forms the corner stone in curriculum implementation. He is the main force and the last person that ensures that any curriculum is implemented according to specification. It is the classroom teacher who decides on what to teach of what time even when some kind of teaching scheme may have been prepared in advance for him. He interprets the syllabus and breaks it into teaching schemes and lesson plan. He decides on what instructional materials to use, the methodology to adopt, the amount of time to space on each aspect and equipment to use and space. Decision of this nature determines the space of success that can be attained in any curriculum implementation.

Lewy (1977) described teacher as a critical participant in curriculum change and implementation whose task is teaching to stimulate learning. This definition can said to have bearing on the role of a teacher because it sees the teacher as a key agent, meaning without him there will be no room for curriculum implementation. A corner stone, meaning his absence in curriculum may stop or stagnate curriculum development. An interpreter of the syllabus meaning without the teacher no meaning will be attached to the syllabus as it will be a bunch of nonsense.

2.9.5 The Islamic Studies Teacher

Having seen the role of teacher in the implementation of Islamic education curriculum, it is necessary to ask a pertinent question: who is the Islamic studies teacher? Ben-Yunus (2000) is of the opinion that, teacher forms "corner-stone" in curriculum implementation. He is the main force and last person to ensure that any curriculum is implemented according to specification. It is the classroom teacher who decided on what to teach at what time even when some kind of teaching skill may have been prepared in advance for him.

He interprets the syllabus and breaks it into teaching scheme and lesson plan. He decides on what instructional materials to use and the methodology to adapt, to amount of time to spend on each item, and the equipment and space to use. The teaching of Islamic education is not like the teaching of other subjects in a number of ways, for instance, there are fundamental principles governing the teaching of this very important revolutionary and revolutionizing subject. A subject as such Islamic education which guides mankind to live a happy and prosperous life, the teacher must as a matter of necessity, believe in Islam. Under no circumstance should a disbeliever be allowed to teach the subject, because the end result will be creating havoc and undermining both Islam and the faith of the students (Dauda, 1994). As far as responsible, all matters treated in the classroom, point

expressed and analysis made most be directly derived from the book of Allah (Al-Qur'an) and the Sunnah of the messenger of Allah (S.W.T). and that, as a matter of principle, all references to verses of the glorious Qur'an and the Hadith should presented in their original Arabic text and a translation, transliteration e.t.c be given afterwards.

It is also part of the fundamental principles of teaching Islamic education that the teacher ought to be personification of Islam itself that is, his life must be a reflection of the excellence qualities of Islamic. The teacher should be also serve as a model of an Islamic personality not only his students but to his fellow teaching colleagues and the community at large. Dauda (1994) Islamic studies teacher is one always preparing himself very well before entering the class; he must also understand the students very well, in order not to over burden him with an academic work which is beyond their mental capabilities; class work should always move from known to unknown and the teacher should always be approachable to his students, sympathetic to their problems and fatherly in his relation toward them.

The Islamic studies teacher is the one, always relating the Islamic studies subject to the day to day life and overall sectors of life of the Ummah. Teaching of Islamic studies, the teacher therefore demands a comprehensive world view on the part of the teacher, and a sharp ability to link the subject with all the happenings, problems and prospects of the Muslim Ummah.

Above all, the Islamic studies teacher should also engage the students in a practical demonstration of some aspect of the syllabus where such a demonstration is essentially possible. Topics like ablution, obligatory bath, Salat, Hajj, marriage contract, Sallatul-Janazah and Taymmum (dry ablution) can be practically demonstrated in order to concretize students' knowledge. Similarly, the Islamic studies teacher is the one using his wealth of experience and wisdom to withdraw some practical lessons from the

fundamental Islamic devotion duties. For instance, the practical, social significance or lesson of standing shoulder-to- shoulder in Salat socio spiritual quality, the political, significance or lesson to be learnt in having only one Imam during Salat-unity and single leadership e.t.c.

2.9.6 Instructional Materials for the Implementation of Islamic Studies Curriculum

Instructional materials are indispensable in teaching-learning process of Islamic education. Muhammad (2010) is of the opinion that, using any instructional material in teaching depends on the topic the teacher intends to teach in the class. He added that teacher is the central figure in the use of instructional materials for curriculum implementation. He therefore, concluded that there is need for teacher to have knowledge of the roles of these materials in the teaching and learning process; qualities of useful instructional materials and other issues related to instructional materials. Akambi (1998) instructional materials described the variety of products of education that are designed specifically to fulfill the objectives of learning institution. This has to do with text books; chart, films, television, radio, computers and others. The application of instructional materials in education is highly essential for effectiveness besides helping students to comprehend retraining and recall concepts, principles or the theories it also help to acquire professional skills which is the main focus of education.

As Bashir (2010) stressed that in teaching Islamic studies, the instructional materials depend upon the topic the teacher is going to teach the students. Instructional materials, or resources or teaching aids in this regards are set tools ranging from home such as kettle when teaching ablution to students, stones, or solids for dry ablution e.t.c. audio-visual materials when teaching properly selected and used in teaching situation, can supply concrete bases for conceptual thinking.

On the other hand, proper used of instructional materials in teaching can add to the

degree of interest of students; make learning more permanent, offer reality experiences which are the wise could have been gained. Utilization of materials can develop continuity in taught and contribute efficiently, depth and variety of learning. Instructional materials arouse interest, hold attention and prove understanding the Islamic education concept for better living in this universe and hereafter.

According to Idialu (1988) the use of instructional media in teaching provides teachers and students the opportunity of developing the ability to image, to improvise and to relate things observed to reality. He explain further that the students shall be more capable of doing and understanding in action then of expressing himself verbally. In addition to this, for example in teaching the topic Hajj to the students of Islamic studies, it electronic instructional materials such as television, video e.t.c, this can play a great role for easy understand of the topic by students. Ughamadu (1992) stated that educational media includes wide variety of instructional materials like text books, chart, television, radio and other projected and non-projected devices or tools.

2.9.7 Methodology for Teaching Islamic Studies

Musa (1982) is of the opinion that teaching method can be seen as a united sequence of activities or the designed sequence of any instruction. Method cut across all subject matter in this aspect but one of the most considerations in methods is the size of the group. Any of such well-ordered plans that do not genuinely helps students in the attainment of instruction objective qualifies to be termed method. Then teaching of Islamic education is not like the teaching of other subjects in a number of ways. Although the professional literature identifies teaching methods such as lecture, project, laboratory, recitation e.t.c.

However, in Islamic education, it left for the teacher, or it depend of the topic the teacher is going to teach to his students. A successful Islamic studies teacher has to vast in subject matter, known the method to be followed on the topic he/she is going to treat.

Always the teachers should start with easy things in order to the students' confidence known the weaknesses area of your students. In Islamic studies mostly students are face with the problem of Arabic language and writing Arabic alphabets. Many strategies could be used by the Islamic studies teacher to improve the instruction of his lesson in secondary schools. Motivation plays a great role in arousing the students mind to lesson in the classroom. Webster (2006) opined some ways to motivate students which include the following:

i. By finding an associated interest of the students and connecting it to the topic being taught.

ii. The use of special devices which will boldly project or shows Arabic letter for instance to students to see e.t.c.

Mark (1987) is of the opinion that, greater emphasis should be placed on helping the individual student fulfill his needs, goals and potentials. Individualized instruction is based on the premise that, each student is a unique human being who learns according to his own way and at his own pace. This goes to confirm the idea of the profounder of mastery of learning, which states "given enough time and opportunity every student is a potential achiever".

Aliyu (1987) in his book methodology of teaching Islamic studies explain the methodology of teaching Islamic education as follows:

i. Demonstration Method: In this method of teaching, the teacher demonstrates to the students in their presence to see practically what he intends to teach them. In teaching a topic such as ablution or dry ablution (Taymmum) teacher should demonstrate fully to the students to see how thus types of ablution are carried out; this help greatly the students to perceive the act of such Ibadat.

ii. Recitation Method: In teaching the students the act of reciting the holy Qur'an, recitation method should be employed when teaching the students. The teacher will recites and the students will repeat after him. Through this students will easily

understand where they are making the mistake while reciting the holy Qur'an. The method helps in reading efficiency.

iii. Discussion Method: In this method of teaching Islamic education, the teacher exchange ideas, with his students in the classroom. This method, teacher explains things in details to his students. The teacher tolled or pumped out knowledge, while the students listened attentively. This type of method though regarded by some educationalist as traditional or outdated, is one of the method which widely used in the Islamic education and other related schools. This method should be as interesting as possible, it can be inform of short story which may stimulate students to like it; to listen the lesson.

iv. Questioning Method of Teaching: In teaching, questions are important tools the learner and teacher used to learn or to teach. This is why teachers and students ask question of various orders at various stage of lesson. This may be at the time of introducing the lesson, presenting stage, or at conclusion stage. The questions are asked as a means of given the learner adequate facts and making the fact clearer and understood, a teacher can make success of any lesson. The question should be asked in logical order to allow for sequential development.

v. Assignment or problem solving method: In this method of teaching, students are given assignment by their teachers to find or to solve by themselves. The purpose of this to enable the students to establish generalizations (general principles) from observed cases, the producer considers study topic and finding facts about it. Through given assignment to students by teachers will make, the students master the lesson well, taught to them in the classroom.

2.10 Evaluation of Islamic Studies Curriculum

The evaluation of Islamic Studies curriculum is very crucial in the process of teaching

and learning. It allows the teacher to know whether changes in behaviour after the lesson with his/her students have taken place or not take place. The process of evaluation of Islamic Studies curriculum at the end of the formal discussions involves taking a stand on a particular point so as to discuss issues critically. In this regard, it is required to find out that learning and better evaluation hav

e occurred.

Evaluation according to Okoye (1991) is the process of determining the nature and extent of changes in behaviour of students after the programme of curriculum and instruction. Bloom etal (1956) in the field of education, evaluation is involved with the evidence systematic collection a fact changes, takes place in learning and determine, the degree of changes in individual student.

Evaluation in Islamic studies according to Aliyu (1987) is the highest level of learning, here the students are required to make decisions, pass a decision, pass judgment, assess, criticize, attack and depend a view or ideas. This involves the divergent thinking and ability to look issues critically. Issues involve here are those which demands divergent or opposing views. For example, question like this: is it good to have small family size? This requires the students to take a stand from this point of view on whether or not. To state behavioral objectives in this respect, you may say at the end of the lesson, when students should be able to depend with reasons, what is taught in the lesson. Another example to add to this, after teaching a lesson such as attribute of Allah, the students are expected to show appreciation or demonstrate a kind of adhering with this attributes of Allah. Teachers are hardly to know immediately whether at attitude or values are changed after the lesson.

2.11 Trends in the Implementation of Islamic Studies Curriculum

Islamic Studies curriculum is a package of learning activities that take place in any

formal or informal setting. Badmos (1996) is of the view that all the branches of knowledge (natural science and liberal art are component of Islamic education). He further identified the purpose of this type of education as the general education that is designed in the spirit of Islamic education which includes:

a) Reference to the revealed knowledge

b) Recognition of God as the creator and law the giver

c) Belief in the life hereafter

d) Moral development

He continued that the implication of Islamic education helps in the building of social, political and cultural system of individual human being in the society. It is also imperative to relate Islamic education system with search modern issues such as democracy, civic values, civil society, good governance and even radicalism, especially within the context of new mapping of Islamic education system in Nigeria.

Dele (1978) is of the opinion that, trend in the implementation of Islamic education change in the idea of knowledge in the complex society and the means by which such ideas result from continue struggle among competing groups within the society. Thus, the forms of knowledge shaped and conveyed in education system must be considered in relation to social distribution of power. According to Aliyu (1994) teaching of Islamic education is to comply with Devine comment that, Muslims should enjoy people to do good deeds and warn them against doing evil. This is the obligation against all Muslims, more especially (Ulama) Islamic teachers. The messenger of Allah has said "reported saying that: verily the Ulama are the rightful inheritors of the prophet…." And what they inherit from prophet is divinely assigned responsibility to conduct Da'awah that is extending the message of Islam to all.

2.12 Empirical Studies

The empirical studies referred to some related researches conducted by the previous researchers. It is usually expected when conducting a particular research to study some works that are closely related to the on-going research so as to have good and clear focus on their studies. In fact, empirical studies are often used to know some similar works that is where the previous researches are related to the on-going research and where they are different.

Abas, A. (2000) conducted a study on the problems affecting the teaching of Islamic studies in some selected secondary schools in Katsina metropolitans. The focus of this study is to find out the challenges that are affecting the process of Islamic studies The population for the study comprised of Islamic studies teachers and students. Four research questions and four hypotheses were used for the study and a questionnaire was used for data collection. Results of the major findings revealed that there was lack of enough qualified teachers of Islamic studies in schools, lack of support from parents, lack of interest of the subject by the students and lack of instructional materials. The study made the following recommendations that enough and qualified Islamic studies teachers should be recruited and posted to schools in the state; that parents should support their ward in the pursue of western and Islamic education; that instructional materials should be provided to the schools in the state, teachers also from their side should make a kind of improvisation, since instructional materials facilitated positively in teaching and learning; that the supervisors from the state ministry of education and Islamic education department should redouble their effort in order to make teaching and learning effectively in the schools of the state.

Hassan (2011) conducted a study on the effect of teacher-made instructional materials on the performance of Islamic studies students in senior secondary schools in Zaria Local Government Area of Kaduna State. Among the objectives of the study include: to

investigate the impact of a teacher –made instructional materials on the performance of Islamic studies students of senior secondary schools in Zaria and to find out the significance or otherwise of a teacher-made instructional materials. The sample of 100 SSII subjects were randomly selected, pre-tested and categorized and into experimental and control groups. The subjects in the experimental group were taught Islamic studies using teacher-made instructional materials while those in the control group were taught without it. Pre-test and post-test data were analyzed to determine the group equivalent and achievement abilities of the students in the experimental and control groups. Two hypotheses were tested using t-test statistics with the following major findings: about 42% of the schools that offer Islamic studies with Teacher-made instructional materials teacher-made instructional performed better than those taught without teacher-made instructional materials.

Othman Salleh and Noraini (2013) conducted a study on the implementation of school-based assessment in primary school standard curriculum in Malaysia. The focus of this study is to find out the impact of the implementation of school-based assessment in primary schools in Malaysia. A total of 157 primary school teachers, 61 males and 96 females were involved as research samples for the study. Questionnaire was used as a study instrument with reliability a = .79. the results of the study showed that respondents have the readiness to implement SAB; and facilities given for SBA implementation. On the other hand respondents have negative perception on time adequacy for SBA implementation.

The review work done by the researcher, is closely related to the present study in such that both assessed the implementation of Islamic education. But, the difference between the two studies can be seen as follows: the former is about the problem of teaching Islamic studies in secondary schools in Katsina metropolis. The latter is limited to the implementation of Islamic studies curriculum in secondary schools in Kazaure Emirate, Jigawa state.

In a study carried out by Yusuf (2003) on the implementation of Islamic Studies curriculum among students in junior secondary school in Kano. The objectives of the study include: to find out the nature of the implementation of Islamic studies curriculum in junior secondary schools in Kano state and to investigate the performance of the students concerning the Islamic studies curriculum implementation in the junior secondary schools of Kano state. The procedure used for data collection was questionnaire. He found out that the population for the study comprised of Islamic studies teachers and students. Five research questions and five hypotheses were used for the study and a questionnaire was used for data collection. Results of the major findings revealed that there was lack of enough qualified teachers of Islamic studies in schools, lack of support from parents, lack of interest of the subject by the students and lack of instructional materials.

The above research is similar to this study because his research work was on the implementation of Islamic Studies in junior secondary schools. The only difference between his research and my study is that, his research was in junior secondary schools in Kano State, while my research was carried out on the assessment of the implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State.

Another study carried out by Aminu (2000), on the assessment of the implementation of Islamic Studies curriculum in primary schools in Katsina State. The focus of this research work is find out the impact of the assessment of the implementation of Islamic studies curriculum in primary schools of Katsina state. The procedure used by the researcher for the collection of data was through the use of interviews and questionnaire. He used the population of all Islamic Studies teachers and students. Five research questions and five hypotheses were used for the study and questionnaires were used for data collection. Results of the major findings revealed that there were more qualified teachers of Islamic

studies in schools, full support from parents, the students were also interest of the subject by the students and adequate of instructional materials. This therefore made the assessment of Islamic Studies curriculum in schools more effective, because all the necessary facilities for the successful implementation of Islamic Studies curriculum in all primary schools of Katsina State were provided.

The above study is related to my own research because it was carried out on the implementation of Islamic studies curriculum in primary schools of Katsina State. The only difference between his study and my research work is that, his work was carried out on the implementation of Islamic studies curriculum in primary schools in Katsina State, while my research was carried out on the assessment of the implementation of Islamic studies curriculum in senior secondary schools in Jigawa State.

In a study conducted by Aliyu (2009) on the assessment of the implementation of Islamic studies curriculum of N.C.E III on the performance of the students of both male and female in Federal Collage of Education Gumel, Jigawa state. The focus of the study is to find out the impact of the assessment of the implementation of Islamic studies curriculum of NCE III in term of performance among male and female students in Federal College of Education, Gumel. The procedure used for data collection was questionnaire. The population for his study comprised of Islamic studies teachers and students. Five research questions and five research hypotheses were used for the study and questionnaires were used for data collection. The results of the major findings revealed that there was lack of enough qualified teachers of Islamic studies in schools, lack of support from community, and lack of instructional materials. The study made the following recommendations that more qualified Islamic studies teachers should be employed and be posted to schools in the state; that the community members should support their children with all required facilities in the pursue of

western and Islamic education; that instructional materials should be provided to the schools in the state,

The above study is closely related from this research because his research work was on the assessment of the implementation of Islamic studies curriculum in Federal College of Education Gumel in Jigawa State. The only difference is that, his work was on higher institution of learning, while my study was conducted on the assessment of Islamic studies curriculum in senior secondary schools in Jigawa State.

In another study conducted by Umar (2012) on the implementation of Islamic studies in some selected private secondary schools in Kano State. The focus of this study is to investigate the effects of Islamic studies curriculum implementation in selected private secondary schools of Kano State. The researcher used the population of all Islamic Studies teachers and students. Five research questions and five hypotheses were used for the study and questionnaires were used for data collection. Results of the major findings revealed that there were more qualified teachers of Islamic studies in schools, full support from parents, the students were also interest of the subject by the students and adequate of instructional materials. This therefore made the assessment of Islamic Studies curriculum in schools more effective, because all the necessary facilities for the successful implementation of Islamic Studies curriculum in all primary schools of Katsina State were provided.

The above research is related to my own study; because the research was carried out on the implementation of Islamic studies curriculum n some selected private schools in Kano state. The difference between this research and my own study is that the former was conducted in some private schools in Kano state, while the latter was carried out on the implementation of Islamic studies curriculum in senior secondary schools in Jigawa State.

A study conducted by Habib (2006), on the assessment of Islamic studies curriculum in junior secondary schools in Zamfara state. The objectives of this research are to find out the nature of assessment of Islamic studies curriculum in junior secondary schools of Zamfara State and its impact on students' performance. For this study, the researcher used the population of all Islamic studies teachers and its students. The researcher used five research questions and five research hypotheses for the study and questionnaires were used for data collection. The results of his findings revealed that there was lack inadequacy of qualified teachers of Islamic studies in schools, lack of community contributions and lack of instructional materials.

The above study is related to the present research, because it was conducted on the assessment of Islamic studies curriculum in junior secondary schools in Zamfara State. The only difference between the two researches is that the first one was carried out in junior secondary schools in Zamfara State, while the present study was conducted on the assessment of Islamic studies curriculum in senior secondary schools in Jigawa State.

2.13 Summary

In conclusion, with all that Islamic studies is suffering a lot of problems in connection to teachers and teaching the subject itself, some writers are still having interest to find out more about the subject through research. The literature reviewed the concept of Islamic Studies which has been described as a broader term embracing knowledge in general in a framework where the teacher, the students, the school and the syllabus all comply with Islamic values and teachings; it also looked at the important of Islamic Studies where Islamic knowledge is inculcating and strengthening of basic values and help in training Muslim youths in the correct ways and manners of adjusting themselves and to change the environment they live. The chapter has further reviewed aims and objective of teaching Islamic studies which is concerned with seeking the pleasure of Allah (S.W.A) and acceptance from Him and to extend the message of Islam to those who do not know; the roles of government, supervisors, principals and teachers in the implementation of Islamic Studies curriculum were also reviewed. It also reviewed the qualification of Islamic studies teachers, use of appropriate instructional materials in teaching Islamic studies. The methodology adopted in the teaching Islamic studies subject, the use evaluation to ascertain effectiveness of the objectives of Islamic studies curriculum. The research intended to find out whether some of these are followed in the schools and particularly in the four selected schools for the study.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed all the methods or techniques used by the researcher in the process of the research data collection. It involved research design, target population, sample and sampling techniques, instrument for data collection, validity of the instrument, reliability of the instrument, procedure for data collection and methods of data analysis.

3.2 Research Design

Based on the nature of the study at hand, the researcher employed survey research method. According to Rasaq (2000) viewed survey research as a study which involves an investigation on the entire population of the people or items by collecting data from samples drawn from population and assuming that these sample are representative of the entire population. Abdullah (1995) also viewed this method of descriptive research as to be used when dealing with a very systematic collection of data or information from population or sample of population through the use of personal interview, opinion scale, questionnaire or observation.

3.3 Population

The population for this study includes all the students, Islamic studies teachers and principals of Secondary Schools in Jigawa State. The students' population is sixty thousand nine hundred and fifty four (60,954), the population of Islamic studies teachers is one hundred and twenty five (125) and the population of the principals is eighty five (85). The total population of students, Islamic studies teachers and principals is sixty one thousand one hundred and sixty four (61,164). Their distribution is shown on table 3.1bellow.

Table 3.1: Distribution of the Population According to the Educational Zones of Jigawa State.

S/N	Name of the Emirate	No. of Students	Students' Population	ISS Teachers' Population	Principals' Population
1.	Dutse	11	6,186	22	13
2.	Gumel	13	10,999	25	11
3.	Hadejia	22	21,628	27	22
4.	Kazaure	12	6,241	20	12
5.	Ringim	27	15,900	31	27
	Total:	85	60,954	125	85

Source: Ministry of education Jigawa State (2013)

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3.4 Sample and Sampling Techniques

The researcher drew his sample based on the recommendation of Morgan and Krejie's sample of (1970) which states that out of 1,000, 000 populations 384 samples can be used as sample size for a study. This therefore, made the researcher to use 384 populations, ranging from students, Islamic studies teachers and principals to serve as sample for the study. The sample was drawn from the population of sixty one thousand one hundred and sixty four (61, 164). The researcher used simple random sampling technique in selecting 3 educational zones in the state and 45 Secondary Schools from the 3educational zones of the State (Ringin, Hadejia and Gumel), and the same technique was used in selecting the sample participants. The sample size distribution is shown on table 3.2 below.

Table3.2: The Sample Size Distribution

Name of Zones	No. of Schools	No. of Students	No. of Tchers	No. of Principals	Sample Population
1. Dutse	5	52	20	5	77
2. Gumel	5	52	20	5	77
3. Hadejia	5	52	20	5	77

4. Kazaure	5	52	20	5	77
5. Ringim	5	52	20	5	77
Total:	25	260	100	25	385

3.5 Instrumentation

The instrument for this study was a questionnaire designed by the researcher. The instrument is made up of 28 items each for both teachers/principals and students respectively which helped in finding information on students and teachers' principals' opinions towards implementation of Islamic education curriculum in secondary schools. The instrument was tagged students' and teachers'/principals' questionnaire respectively. The instrument was divided in to two sections. Section A required information on Bio-data of the respondents such as status/rank, working experience, gender and highest qualification while section B dealt on items on availability of qualified teachers and curriculum implementation, Section C; dealt on items on availability and appropriate use of instructional materials. Section D, dealt on items, nature of learning environment. Section E, dealt on appropriate methods of teaching Islamic studies. While section F, dealt on items on teachers capacity buildings. All the questions on the sections are in relation to the research work. The instrument was tailored ar ound the Likert Rating Scale System and it was weighed on a 4 points scale. For instance, strongly Agreed (SA) = 4 points, Agreed (A) = 3 points, Strongly Disagreed (SD) = 2 points and Disagreed (D) = 1 point.

3.5.1 Validation of the Research Instrument

According to Osuala (1987) an instrument for a research could be valid when it measures what is supposed to measure. Therefore, to establish the validity of the instrument, experts and professionals were consulted, as such the language can be adjusted and some

items could be dropped. The research instruments were submitted to the research supervisors for further comments and suggestions before the final draft was taken for pilot testing.

3.5.2 Pilot Study

Pilot study was conducted in Government secondary school Ringim, Unity secondary school Ringim, Lutai secondary school Gumel and Fantai secondary school Hadejia in order to ensure the suitability of the instrument. The study was carried out in those selected Schools outside the study area. Questionnaires were provided to students, teachers and principals and the questions were answered by them. The researcher collected back the questionnaires for marking.

3.5.3 Reliability of the Instrument

Pilot study was conducted to establish the reliability of the instrument. Therefore, test and retest method of establishing reliability was applied. In this study, (20) questions were selected outside the study area for pilot testing. The instrument was first administered to one senior secondary school and the other was administered to other different senior secondary school later for pilot testing. Results obtained from the pilot study was computed using Kudar-Richarson and the result shows that (r) is 0.95 which pointed to the suitability of the instrument based on the international standard of reliability index of 0.05.8

3.6 Procedure for Data Collection

The questionnaire was personally administered by the researcher to the teachers, principals and the students. But, in the case of students the researcher administered the questionnaire with the help of research assistance (teachers). The research assistants are: Ibrahim Ahmad, Mustapha Sulaiman and Kabiru Mukhtar. These research assistants were trained on how to conduct the test

administration for the period of three days. This was done to ensure that teachers of Islamic studies, principals and students at secondary schools who are the study samples were the ones who responded to the items on the questionnaire. The researcher visited the sample schools on different days for the distribution of the questionnaire, two days were given to teachers and principals to respond to their questionnaires.

3.7 Method of Data Analysis

The data collected by the researcher was analyzed using Chi-square statistics which is used to establish whether or not a significant difference exist between the variables at 0.05 level of significance. Thus, the researcher used chi-square statistics to test the research questions and research hypotheses in order to analyze the outcome of the major findings.

CHAPTER FOUR
DATA ANALYSIS AND RESULTS

4.1 Introduction

This research work titled "Assessment of the Implementation of Islamic Studies Curriculum in Senior Secondary Schools in Jigawa State, Nigeria". Comprises of some selected senior secondary schools drawn from senior secondary schools of Jigawa State each having head teacher and teachers. This chapter contains analysis of data in line with the research questions and research hypotheses. Finally, discussions of the findings of the study were also presented.

4.2 Data Analysis

The descriptive analysis of simple percentage was used to analyze the data collected which was meant to provide answer to the stated research questions.

Research Question One: What are the qualifications of the teachers for a successful implementation of Islamic education curriculum in secondary school in Jigawa State?

The table 4.1 below shows the availability of qualified Islamic Studies teachers for the implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State. A total of 384 respondents were sampled to ascertain whether there are qualified Islamic Studies teachers for the implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State, in which 60% of the respondents agreed that there were qualified Islamic Studies teachers for the successful implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State. However, 40% of the respondents did not agree that there were qualified teachers of Islamic Studies for the successful implementation of Islamic studies curriculum in Jigawa State. This shows that there were available and qualified Islamic Studies teachers for the implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State.

Table 4.1: Indicating the Percentage of Teachers and Principals that have chosen "Yes" and "No" about qualified Islamic Studies teachers for Successful Implementation of Islamic Studies Curriculum in Senior Secondary Schools in Jigawa State

Qualified Teachers	Teachers	Principals	Total
Yes	40%	20%	60%
No	25%	15%	40%
Total	65%	35%	100%

Hypothesis one: There is no significant difference in the opinions of teachers, principals and students with regard to the availability of qualified Islamic studies teachers for a successful Implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State

The table 4.2 below shows that the calculated value of the Chi-square which is 2.2435 is less than the Chi-square table value, which is 3.842 at 0.05 of significance with degree of freedom of 1. This means that there are significant differences in terms of qualified teachers in senior secondary schools of Jigawa State and based on the collected data analyzed, it shows that senior secondary schools of Jigawa State are having more qualified teachers.

Table 4.2 Chi-square statistics showing opinions of Teachers and Principals on the Availability of Qualified Islamic Studies Teachers for a Successful Implementation of Islamic Studies Curriculum in Senior Secondary Schools in Jigawa State

Cell	F0	Fe	F0-fe	(f0-fe) 2	(fo-fe) 2/fe
A	40	39	1	1	0.0256
B	25	21	4	16	0.7619
c	20	26	-6	36	1.3846
d	15	14	9	1	0.0714
Total:					2.2435

Research Question Two: To what extent do availability and appropriate use of Instructional materials to enhance the implementation of Islamic Studies curriculum in senior secondary schools in Jigawa state?

The table 4.3 below shows that there are no available instructional materials for the Implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State. A total of 384 respondents were sampled to ascertain whether instructional materials are available for the implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State, in which 49% respondents strongly agreed that there are available instructional materials for the implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State, 51% of the respondents disagreed with regard to the availability and appropriate use of Instructional Materials for a Successful Implementation of Islamic Studies Curriculum in Senior Secondary Schools in Jigawa State. This showed that, instructional materials are not available for the implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State.

4.3 Table below shows the Number of Teachers, Principals and Students who have chosen "Yes" and "No" with regard to the availability and appropriate use of Instructional Materials for a Successful Implementation of Islamic Studies Curriculum in Senior Secondary Schools in Jigawa State

Appropriate use of Instructional Materials	Teachers/Students	Principals	Total
Yes	30%	20%	50%
No	15%	35%	50%
Total	40%	60%	100%

Hypothesis two: There is no significant difference in the opinions of teachers, principals and students with regard to the availability and appropriate use of instructional materials for a successful implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State.

The table 4.4 below shows that the Chi-square value which is 24.032 is far greater than the Chi-square table value which is 3.841 at 0.05 level of significance with degree of freedom of 1. This shows that there are no significant differences in terms of availability and appropriate use of instructional materials for a successful implementation of Islamic Studies curriculum in senior secondary schools of Jigawa State.

Table 4.4 Chi-square Statistics Showing the Opinions of Teachers, Principals and Students with regard to the Availability and Appropriate use of Instructional Materials for a successful Implementation of Islamic Studies Curriculum in Senior Secondary schools in Jigawa State

Cell	F0	Fe	F0-fe	(f0-fe) 2	(fo-fe) 2/fe
A	30	22	8	64	2.9091
B	10	33	-23	529	16.0303
C	25	18	7	49	2.7222
d	35	27	8	64	2.3704
Total					24.032

Research Question Three: To what extent does favourable learning environment enhances the implementation of Islamic Studies curriculum in secondary school in Jigawa State?

The table 4.5 below shows that the Favourable Learning Environment for the Successful -implementation of Islamic Studies curriculum in Senior Secondary schools in Jigawa State is not conducive for teaching and learning. A total of 384 respondents were sampled to ascertain whether the nature of the environment is suitable for the implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State, in which 48% respondents strongly agreed that the environment is conducive for the implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State. However, 52% of the respondents disagreed with regard to the favourable learning environment for a Successful Implementation of Islamic Studies Curriculum in Senior Secondary Schools in Jigawa State.

This showed that, the learning environment was not conducive for the implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State.

Table 4.5 showing the statistical percentage of Senior Secondary School teachers about the Favourable Learning Environment for the Successful implementation of Islamic Studies curriculum in Senior Secondary schools in Jigawa State

Favourable-Learning Environment	Teachers/Students	Principals	Total
Yes	20%	28%	48%
No	35%	17%	52%
Total	55%	45%	100%

Hypothesis *three:* There is no significant difference in the opinions of teachers, principals and students with regard to the favourable nature of learning environment for a successful Implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State.

The table 4.6 below shows that the Chi-square value which is 11.7171 is greater than the Chi-square table value which is 3.841 at 0.05 of significance with degree of freedom of 1. This shows that there are no significant differences in terms of the favourable nature of the learning environment for a successful implementation of Islamic Studies curriculum in the senior secondary schools of Jigawa State.

Table 4.6 Chi-square statistics showing opinions of Senior Secondary School Teachers about the Favourable nature of Learning Environment for a Successful Implementation of Islamic Studies curriculum

Cell	F0	Fe	F0-fe	(f0-fe) 2	(fo-fe) 2/fe
A	20	27.5	-7.5	56.25	2.0455
b	35	22.5	12.5	156.25	6.9444
c	30	27.5	12.5	6.25	0.2272
d	15				
Total					11.7171

Research Question Four: does teacher's utilization of appropriate teaching methods enhance the Implementation of Islamic education curriculum in secondary school in Jigawa

State.

The table 4.7 below shows that teacher's appropriate utilization of teaching methods enhanced the implementation of Islamic Studies curriculum in secondary school in Jigawa State. A total of 384 respondents were sampled to ascertain whether teachers' appropriate utilization of teaching methods enhance implementation of Islamic Studies curriculum in s e n i o r secondary schools in Jigawa State. In which 55% respondents strongly agreed, 45% of respondents disagreed. This is an indication that teacher's appropriate utilization of teaching methods was all the same in all the senior secondary schools of Jigawa State the implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State.

4.7 Table below shows the opinion of Teachers/Principals and Students who have chosen "Yes" and "No" concerning the appropriate methods of Teaching for a Successful Implementation of Islamic Studies Curriculum in Senior Secondary Schools of Jigawa State

Appropriate methods of teaching	Teachers/Students	Principals	Total
Yes	30%	25%	55%
No	10%	35%	45%
Total	40%	60%	100%

Hypothesis four: There is no significant difference in the opinions of teachers/principals and students with regard to the appropriate methods of teaching for a successful implementation of Islamic education curriculum in secondary schools in Jigawa State.

The table 4.8 below shows that the Chi-square value which is 24.032 is far greater than the Chi-square table value which is 3.841 at 0.05 level of significance with degree of freedom of 1. This shows that there are no significant differences in terms of teacher's appropriate utilization of teaching methods for the implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State.

Table 4.8 Chi-square statistics showing the opinions of Teachers/Principals and Students who have chosen "Yes" and "No" concerning the appropriate methods of Teaching for a Successful Implementation of Islamic Studies Curriculum in Senior Secondary Schools of Jigawa State

Cell	F0	Fe	F0-fe	(f0-fe) 2	(fo-fe) 2/fe
A	30	22	8	64	2.9091
b	10	33	-23	529	16.0303
c	25	18	7	49	2.7222
d	35	27	8	64	2.3704
Total					24.032

Research Question Five: does teacher's capacity building enhance the Implementation of Islamic Studies curriculum in senior secondary schools in Jigawa state?

The table 4.9 below shows that teacher's capacity building enhances the implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State. A total 384 respondents were sampled to measure whether teacher's capacity building enhances the implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State, in which 50% of the respondents strongly agreed, while other 50% of the respondents disagreed that teacher's capacity building enhances the implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State. This is an indication that, teacher's capacity building enhances implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State.

Table 4.9 showing the statistical percentage of Senior Secondary School teachers of Jigawa State that have chosen "Yes" and "No" about Teachers' Capacity Building for a Successful Implementation of Islamic Studies Curriculum

Teacher-Capacity Building	Teachers/Students	Principals	Total
Yes	20%	30%	50%
No	35%	15%	50%
Total	55%	45%	100%

Hypothesis five: There is no significant difference in the opinions of teachers/principals and students with regard to the teacher capacity building for a successful implementation of Islamic education curriculum in secondary schools in Jigawa State.

The table 4.10 below shows that the Chi-square value which is 11.7171 is greater than the Chi-square table value which is 3.841 at 0.05 of significance with degree of freedom of 1. This shows that there are no significant differences in terms of the teacher capacity building for the implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State.

Table 4.10 Chi-square statistics showing opinions of Senior Secondary School teachers of Jigawa State that have chosen "Yes" and "No" about Teacher Capacity Building for a Successful Implementation of Islamic Studies Curriculum

Cell	F0	Fe	F0-fe	(f0-fe) 2	(fo-fe) 2/fe
A	20	27.5	-7.5	56.25	2.0455
b	35	22.5	12.5	156.25	6.9444
c	30	27.5	12.5	6.25	0.2272
d	15	22.5	-7.5	56.25	2.5000
Total					11.7171

4.3 Summary of the Major Findings

Based on the analysis of the collected data, the following results were discovered as the main findings of the study.

1. Teaching qualification was discovered to be available for the successful implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State as most of the teachers were professionally qualified to teach the subject of Islamic Studies.

2. There are inadequate instructional materials and some that are available are not appropriate to Islamic Studies curriculum implementation base on suitability to contents and student needs.

3. The over-crowded classroom setting affects the level of implementation of Islamic Studies curriculum. Hence, the situation is creating unfavorable atmosphere for effective teacher and learning in senior secondary schools of Jigawa State.

4. Teachers were found not utilizing appropriate teaching methods in teaching the subject of Islamic Studies and teacher- centre method dominates the classroom instructions in the senior secondary schools of Jigawa State.

5. Teacher's capacity buildings to enhance implementation of Islamic Studies curriculum in senior secondary schools of Jigawa State were not regularly carryout.

4.4 Discussion of findings

The study assessed the implementation of Islamic Studies curriculum in senior Secondary schools in Jigawa State. The issue of availability of qualified Islamic Studies teachers, the research question one sought to find out teachers qualification/competences in relation to implementation of Islamic Studies curriculum. The question was rationally included teachers competency is being regarded by scholars and curriculum experts as fundamental factors to effective implementation. The question was answered in the data analysis presented in Table 4.1. and table 4.2. The analysis indicated that, most of the teachers were qualified for the teachings of Islamic Studies in senior secondary school level in the study area were professionally trained to teach. In addition, there were some who were not trained in the discipline, in other words, they were disciplines of other specializations erroneously regarded as capable to teach Islamic Studies. The ugly trend of assigning contravenes teacher ethical practice, as well as government policy on teaching professionalism.

Research question two was answered by the analysis in table 4.3 and 4.4. The question sought to find out the availability and appropriateness of instructional materials in the effective implementation of Islamic Studies Curriculum in senior secondary schools in Jigawa

State. The inclusion of this question is based on the fact that instructional materials are identified by scholars as essential instrument of curriculum implementation. Based, on the obtained response patterns and analysis of data, it was discovered that the suggested instructional materials were not adequately relevant to the mentioned variables with the exception of content. One possible conclusion that can be drawn from the analysis is that the suggested instruction materials in the curriculum which are meant to make teaching and learning explicit, concrete and motivating are grossly inadequate.

Research question three was answered by the analysis in table 4.5 and 4.6. The question sought to find out the nature of the environment with regards to favorable learning environment for successful implementation of Islamic Studies Curriculum. It was discovered that learners teeming population or over-crowded class setting is an impediment to curriculum implementation. The respondents indicated having over-crowded classroom which marred effected teaching and learning as well as classroom management. The analysis is supported by the result or data of student/teachers' population in some selected classes in the area of study. The numbers of students exceeded the required number expected in each class as such effective teaching and learning could not take place in such overcrowded setting.

Research question four was answered by analysis in table 4.7 and 4.8. The question sought to find out teachers utilization of the appropriate teaching method for a successful implementations of Islamic Studies curriculum. Findings revealed that the relevance of the suggested methodology to learners' needs, population, content coverage was not relevant to the suggested methodologies. This means that the variables suggested were not designed or selected to suit learners psychological. It was equally discovered in the table 4.7 and 4.8 that suggested activities intended to make learning more captivating and interested were mostly teacher centered. The type of learning teaching method one is likely to obtained based on the suggested activities for teachers and learners are undoubtedly a teacher dominated context,

leading to gross failure or shortcoming in the effective implementation of Islamic Studies curriculum content in senior secondary schools in Jigawa state.

Research question five was answered by analysis in table 4.9 and 4.10. The question sought to find out the role of teachers capacity building as it affects the implementation of Islamic Studies curriculum in schools. The analysis indicated that most of the teachers responsible for the teaching of Islamic Studies subject hardly update their knowledge and skills through capacity building programmes. It was discovered that worships and seminar are not regularly conducted for this group of teachers. To worsening the situation, there were some who were not trained in the discipline. The obvious implication of this is that capacity building programme has little to contribute in changing the effectiveness of their performance.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discussed the summary of the entire work, conclusion on the generality of the work and recommendations as well as suggestions for further studies and contributions of the work to the existing body of knowledge were also presented. It also analyzed the relevance of the work to the stakeholders in the business of education for obtaining good output. The chapter discussed briefly the results of the major findings based on the data collected and analyzed.

5.2 Summary

This study was set to assess the implementations of Islamic Studies curriculum in senior secondary schools in Jigawa state. In chapter two, the research reviewed literature related to the study which includes theoretical frame work, concept of Islamic Studies curriculum, the importance of Islamic Studies, the aims and objectives of teaching Islamic Studies, the role of government in the implementation of Islamic Studies curriculum, the role of supervisors in Islamic Studies curriculum implementation, the role of teachers/principals in the implementation of Islamic Studies curriculum, the Islamic Studies teachers, instructional materials for implementation of Islamic Studies, methodology for teaching Islamic Studies, evaluation for Islamic Studies curriculum, empirical studies and summary.

Chapter three discussed the methodology of the whole work. In this chapter the research designed was explained which is a survey method of descriptive research design. Population of the study was presented; the population comprised all public school principals, Islamic Studies teachers and students which stood at 61,164. The instrument used for data collection was a questionnaire tagged assessment of the

implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State with four Likert ranking scale which was developed by the researcher and validated by the supervisors of the researcher as well as experts in the faculty of education Ahmadu Bello University, Zaria.

Chapter four discussed the results of the study. The results were analyzed to answer the research questions raised. Mean and standard deviation were used to analyze each research question while chi-square statistics was used for testing the research hypotheses.

The findings revealed the following:

The outcome of hypothesis one that shows the calculated value of the Chi-square which is 2.2435 is less than the Chi-square table value, which is 3.842 at 0.05 of significance with degree of freedom of 1. This means that there are significant differences in terms of qualified teachers in senior secondary schools of Jigawa State and based on the collected data analyzed, it shows that senior secondary schools of Jigawa State are having more qualified Islamic studies teachers who are used for the successful implementation of Islamic studies curriculum teachers.

The result of hypothesis two revealed that the Chi-square value which is 24.032 is far greater than the Chi-square table value which is 3.841 at 0.05 level of significance with degree of freedom of 1. This shows that there are no significant differences in terms of availability and appropriate use of instructional materials for a successful implementation of Islamic Studies curriculum in senior secondary schools of Jigawa State.

The outcome of third hypothesis shows that the Chi-square value which is 11.7171 is greater than the Chi-square table value which is 3.841 at 0.05 of significance with degree

of freedom of 1. This shows that there are no significant differences in terms of the favourable nature of the learning environment for a successful implementation of Islamic Studies curriculum in the senior secondary schools of Jigawa State.

The result of the hypothesis four shows that the Chi-square value which is 24.032 is far greater than the Chi-square table value which is 3.841 at 0.05 level of significance with degree of freedom of 1. This shows that there are no significant differences in terms of teacher's appropriate utilization of teaching methods for the implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State.

The outcome of the last hypothesis shows that the Chi-square value which is 11.7171 is greater than the Chi-square table value which is 3.841 at 0.05 of significance with degree of freedom of 1. This shows that there are no significant differences in terms of the teacher capacity building for the implementation of Islamic Studies curriculum in senior secondary schools in Jigawa State.

5.3 Conclusion

The study has shown that there was availability of qualified Islamic studies teachers; also instructional materials for teaching Islamic Studies curriculums are grossly inadequate. The used of appropriate teaching methods in teaching Islamic Studies curriculum was found to be effective due to qualified teachers and teachers capacity building enhances successful implementation of Islamic Studies curriculum is not fully operational in senior secondary schools in Jigawa State. Therefore, it has become a duty on all education stakeholders to ensure availability of these Materials and resources in senior secondary schools as well as their proper utilization with the sole aim of achieving educational objectives.

5.4 Recommendations

The following are the recommendations based on the findings of the study:-

1. Secondary education should be understood by parents and government as the basic foundation for future levels of education that is tertiary and university institutions. It is therefore recommended that both parents and government should ensure that qualified Islamic Studies teachers are assigned to teach the subject (Islamic Studies) in secondary schools. An Islamic study is one of the subjects that cannot be taught by teachers from other discipline because of its technicalities and if assigned to other teachers, it may end up misleading the students.

2. There is also the need for the government to ensure that instructional materials for teaching Islamic Studies curriculum are provided in secondary schools and teachers should be compelled to be using them while teaching the subject. Instructional material helps in facilitating students' understanding especially when it involves certain complicated concepts.

3. The study recommends that stakeholders in education should endeavor to provide enabling teaching and learning environment that is favourable for students and teachers which can help them to achieve their instructional objectives.

4. The study further recommends that teacher's knowledge should be updated in order to suit the dynamic nature of our society. By so doing, teachers would have knowledge on the recent teaching methods and how to appropriately utilize them.

5. The study also recommends that teacher's capacity building need to be encouraged in order to update their knowledge and skills on how to improve in delivering their primary responsibilities.

5.5 Suggestions for further studies.

The following are recommendations for further studies:

1. Studies on the impact of teaching methods on performance of students in Islamic

Studies.

2. Studies on the assessment of the improvisation of instructional materials
3. Studies on assessment of internal school supervision on performance of secondary School students in Islamic studies.
4. Studies on assessment of the maintenance of school facilities for enhancement of Islamic Studies curriculum

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APPENDIX I

QUESTIONNAIRE ON ASSESSMENT OF THE IMPLEMENTATION OF ISLAMIC STUDIES CURRICULUM IN SECONDARY SCHOOLS IN JIGAWA STATE.

Department of Educational Foundation and Curriculum,
Faculty of Education,
Ahmadu Bello University, Zaria.

15th February, 2014

Dear Respondent,

The researcher is a Masters' Degree student of the above named institution, presently carrying out a research on the topic **"Assessment of the Implementation of Islamic Studies Curriculum in Selected Secondary Schools in Jigawa State."**

However, your school is among those selected for the purpose of this research and it is purely for academic purpose. You are kindly requested to assist in completing the attached questionnaire by ticking (√) appropriately in the space provided. Please, note that all the information given shall be treated with confidentiality

Thanks for your anticipated co-operation.

Yours Faithfully,

Bashir Yahaya Jikas

APPENDIX II

QUESTIONNAIRE ON ASSESSMENT OF THE IMPLEMENTATION OF ISLAMIC STUDIES CURRICULUM IN SENIOR SECONDARY SCHOOLS IN JIGAWA STATE FOR ISLAMIC STUDIES TEACHERS AND PRINCIPALS

Section A: Bio-data of the respondent.

1. **Gender**: Male teacher ( ) Female teacher ( )
2. **Rank/Status**: Teacher ( ) Principal ( )
3. **Years of Working Experience:**
   a) 1-5 years ( )
   b) 6-10 years ( )
   c) 10-15 years ( )
   d) 16 years and above ( )
4. **Highest Educational Qualification:**

a) Diploma ( )
b) NCE ( )
c) B. ED ( )
d) B.A (ED) ( )
e) B.A ( )
f) M.ED ( )
g) M.A ( )

Section B:

Instruction: For each of the following statements, indicate your answer or opinion by ticking

(√) in the appropriate column provided against the items.

Key:
SA _____ Strongly Agreed

A _____ Agreed

SD _____ Strongly Disagreed

D _____ Disagreed

	ITEMS ON AVAILABILITY OF QUALIFIED TEACHERS.				
S/NO	**ITEMS**	**SA**	**A**	**SD**	**D**
5	All Islamic studies teachers in your school are qualified to teach Islamic studies.				
6	Availability of qualified teachers can affect the implementation of Islamic education curriculum.				
7	Islamic studies teachers find it difficult to cover the curriculum contents within the stipulated period.				
8	There are adequate Islamic studies teachers in your school.				
9	Islamic studies teachers normally neglect areas they find difficult to handle in the contents of the curriculum.				
10	Teacher's qualification is relevant in the attainment of the objectives of Islamic education curriculum.				
	ITEMS ON AVAILABILITY AND APPROPRIATE				

	USE OF INSTRUCTIONAL MATERIALS.				
11	Instructional materials are important for a successful implementation of Islamic education curriculum.				
12	Adequate instructional materials for the teaching of Islamic studies are provided in your school.				
13	I always use appropriate instructional materials to present my lesson.				
14	Audio, audio-visual and visual materials are utilized in the implementation of Islamic education curriculum.				
15	Government is the source of instructional materials for the implementation of Islamic education curriculum.				
16	As Islamic studies teacher, you often improvise instructional materials to aid the implementation of Islamic education curriculum.				
	ITEMS ON THE NATURE OF LEARNING ENVIRONMENT.				
17	For a successful implementation of Islamic education curriculum, there must be enabling environment.				
18	Your school has adequate and good classroom building.				
19	Your school has adequate furniture for students in their respective classes.				
20	In your school, students are more than 40 in their respective classes.				

	ITEMS ON APPROPRIATE METHODS OF TEACHING ISLAMIC STUDIES.				
21	Teacher's methods of teaching Islamic studies enhance the implementation of Islamic education curriculum.				
22	Demonstration method is the most appropriate method for teaching ablution.				
23	To teach Hajj as a topic in Islamic studies, teacher can make use of instructional media				
24	Appropriate use of teaching methods would help teachers in the attainment of instructional objectives.				
	ITEMS ON TEACHERS' CAPACITY BUILDING				
25	Teachers in Jigawa State are regularly given in-service training to enhance their effectiveness in the implementation of school curriculum.				
26	Seminars and workshops are often organized for Islamic studies teachers by the education authorities in the state.				
27	For proper implementation of Islamic education curriculum, training and retraining of Islamic studies teachers is indispensible.				
28	Teachers are the most important factor in the implementation of Islamic education curriculum.				

APPENDIX III

QUESTIONNAIRE ON ASSESSMENT OF THE IMPLEMENTATION OF ISLAMIC STUDIES CURRICULUM IN SECONDARY SCHOOLS IN JIGAWA STATE FOR STUDENTS.

Section A: Bio-data of the respondent.

1. **Gender**: Male teacher ( ) Female teacher ( )
2. **Rank/Status:** Teacher ( ) Principal ( )
3. **Years of Working Experience:**
   a) 1-5 years ( )
   b) 6-10 years ( )
   c) 10-15 years ( )
   d) 16 years and above ( )
4. **Highest Educational Qualification:**

a) Diploma ( )
b) NCE ( )
c) B. ED ( )
d) B.A (ED) ( )
e) B.A ( )
f) M.ED ( )
g) M.A ( )

Section B:

Instruction: For each of the following statements, indicate your answer or opinion by ticking (√) in the appropriate column provided against the items.

Key:

SA _____ Strongly Agreed

A _____ Agreed

SD _____ Strongly Disagreed

D _____ Disagreed

	ITEMS ON AVAILABILITY OF QUALIFIED TEACHERS.				
S/NO	**ITEMS**	**SA**	**A**	**SD**	**D**
5	All Islamic studies teachers in your school are qualified to teach Islamic studies.				
6	Availability of qualified teachers can affect the implementation of Islamic education curriculum.				
7	Islamic studies teachers find it difficult to cover the curriculum contents within the stipulated period.				
8	There are adequate Islamic studies teachers in your school.				
9	Islamic studies teachers normally neglect areas they find difficult to handle in the contents of the curriculum.				
10	Teacher's qualification is relevant in the attainment of the objectives of Islamic education curriculum.				
	ITEMS ON AVAILABILITY AND APPROPRIATE USE OF INSTRUCTIONAL MATERIALS.				
11	Instructional materials are important for a successful implementation of Islamic education curriculum.				

12	Adequate instructional materials for the teaching of Islamic studies are provided in your school.				
13	Your teacher always uses appropriate instructional materials to present his/her lesson.				
14	Audio, audio-visual and visual materials are utilized by your teacher in presenting his/her lesson.				
15	Government is the source of instructional materials for the implementation of Islamic education curriculum.				
16	Your teacher often improvises instructional materials to aid his/her teaching of Islamic studies.				
	ITEMS ON THE NATURE OF LEARNING ENVIRONMENT.				
17	For a successful implementation of Islamic education curriculum, there must be conducive learning atmosphere.				
18	You have adequate classes in your school.				
19	You have adequate furniture in your school.				
20	Your number in class is not more than 40.				
	ITEMS ON APPROPRIATE METHODS OF TEACHING ISLAMIC STUDIES.				
21	Teacher's methods of teaching Islamic studies enhance the implementation of Islamic education curriculum.				

22	I understand better if my teacher uses demonstration method to teach topics like ablution.				
23	To teach Hajj as a topic, student would grape it better if the teacher can make use of instructional media like Television				
24	Appropriate use of teaching methods would increase students' academic achievement.				
	ITEMS ON TEACHERS' CAPACITY BUILDING				
25	Teachers in Jigawa State are regularly given in-service training to enhance their effectiveness in the implementation of school curriculum.				
26	Seminars and workshops are often organized for Islamic studies teachers by the education authorities in the state.				
27	For proper implementation of Islamic education curriculum, training and retraining of Islamic studies teachers is indispensible.				
28	Teachers are the most important factor in the implementation of Islamic education curriculum.				