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EDITORIAL

This academic publication of the defunct Department of Educational Foundations has come a long way. It was almost going moribund but for the deliberate steps taken by the current Editorial Board with the cooperation of all academic staff of the former Department of Arts and Social Sciences Education. Innovative article generation and peer review programmes were initiated and doggedly implemented to enable the return of Nigerian Journal of Educational Foundations to the vibrant academic and professionally sound contributions it had always made to the advancement of knowledge. Improving the quality of the journal and bringing an international angle and status to it has engaged the attention of the Editorial Board. Phased in stages of achieving national and international focus has produced special editions based on selected themes. These themes pay attention to current issues and needs engaging the attention of specialists in educational foundations in Nigeria and the rest of the world.

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TEACHERS' PERCEPTION ON THE EFFECTIVENESS OF METHODS OF TEACHING ISLAMIC STUDIES IN NORTH-CENTRAL, NIGERIA

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Abstract

This study investigated the perception of secondary school teachers on the effective methods used to teach Islamic Studies in schools. It was also designed to examine various methods used by both qualified and non-qualified teacher, male and female Islamic teachers, to facilitate learning. The study population consisted of all Islamic Studies teachers in kwara, Niger and Kogi state secondary schools in North Central Nigeria. A sample of 383 teachers were randomly selected from the stated three States of North Central Nigeria. The validity of the instrument was verified by two experts in Islamic Studies, Measurement and Evaluation. The reliability of the instrument was established through test-re-test method and a reliability coefficient of 0.78 was obtained. To answer the research questions, the null hypotheses were tested at $\alpha = 0.05$ levels. The study reveals that discussion method is the most effective method of teaching Islamic Studies that enhance the students' interest in the classroom activities. It also stated that difference existed between male and female teachers in the use of methods of teaching Islamic Studies. It is therefore recommended that Non-qualified teachers should be the trained by organizing series of seminars, workshops, symposium and conferences in order to understand which method of teaching can be adopted to improve the quality of teaching and learning.

Keywords: effectiveness; teaching methods; teachers' perception and Islamic Studies

Introduction

The teaching and learning of Islamic Studies in Nigerian schools was initiated as a result of the National Policy on Education that spelt out that Islamic Studies should be taught in three aspects: studies and practice of religion, encouraging students to participate in those activities which will enhance personal discipline and integrating character training and role playing. Similarly, Islamic Studies was also a core subject at primary school and junior secondary school levels that teaches about Islam and its principles but it was later made elective (Oladosu, 2008). In the same content, since the beginning of Islam, Islamic teaching has been given preference over all other things due to the fact that the Prophet Muhammad (S.W.A.) was a great educator. He was sent to the universe to teach us about the importance of life and this was also shown in his activities as he was a great man who emphasised the value of education (Azeez & Adeshina, 2013).

The issue of performance of students in secondary school is critical to stakeholders, parents, school management, educationists and government due to various methods used by the teacher to teach students in the classroom. Undeniably, the school system has been defined as an agency that determines students' academic endeavours. Based on the outlook of education in Nigeria, the crucial aim of secondary school education is to change the individual into a complete and productive citizen (Federal Republic of Nigeria, 2013).

In line with the submission of Ayeni (2011) teaching profession is a constant system that brings adjustments in learners through use of suitable strategies. Adunola (2011) indicated that if the teachers want to bring improvement in students, teaching techniques utilized by educators ought to be relevant. Additionally, Bharadwaj and Pal (2011) affirmed that teachers should match their teaching method with learners' style considering that each learner interprets and responds to teaching in a different way. Ogunbiyi (2018) maintained that female teachers perform better than male teacher in the use of instructional

resources and methods for teaching and learning. Rahimi and Asadollahi (2012) revealed that male teachers' behaviours toward teachings in classroom is more well controlled than female teachers.

Also, Abdu-Raheem (2011) suggested that discussion, problem-solving, inquiry; discovery and role playing are efficient teaching techniques. Abdu-Raheem (2012) additionally agreed that problem-solving technique is powerful due to the fact that students are able to contribute actively inside the classes. Richards (2005) and Ogunkunle (2008) also asserted that active learning makes studying more effective. Adewale and Effiong (2015) stated that the teaching is coaching that connected to the innovative ways of cultivating knowledge to learners. They further posited that novice teachers ought to be at the forefront or in the driving force's seat and in control of their own personal learning whilst the trainer acts as a facilitator at some point of teaching scholar system. Adeagbo (2005) submitted that students perform woefully in the school subjects because of poor methods of teaching that is adapted by the teachers. It further claimed that discussion method of teaching is more effective than other methods.

Nonetheless, Adesanya and Adesina (2014) asserted that efficient teaching is delivered if effective instructional framework of teaching techniques and methods are used. It is further asserted that lecture method is more effective in massive classes. In spite of the benefits, Seweje (2000), Adewuya (2002) and Abdu-Raheem (2012) pointed out that the lecture approach does not inspire college students. The existing method of instruction in the normal classroom setting is the conventional methods of instruction. Salami (1999) affirmed that conventional methods of instructions used by the teachers such as project method, Socratic Method, Montessori Method, field trip, lecture methods are more efficient.

However, it is further identified that among the variables linked to the students' poor academic performance in school subjects is the inappropriate teaching methods adopted by the teachers (Adewale & Effiong 2015). In addition, the effective method of teaching Islamic Studies has not been researched well. Therefore, the purpose of this study was to investigate the perception of secondary school teachers on

the methods used to teach Islamic Studies in Kogi, Kwara and Niger part of North-Central Nigeria.

Research Question

1. What is the perception of teachers regarding the effectiveness of methods of teaching Islamic Studies in North-Central?

Research Hypotheses

- H_{0_1} There is no significant relationship between the perceptions of Islamic Studies teachers and the effectiveness of methods of teaching Islamic Studies.
- H_{0_2} There is no significant difference between the perception of male and female teachers on methods used in teaching Islamic Studies in secondary schools.
- H_{0_3} There is no significant difference between the perception of qualified and non-qualified teachers on methods used in teaching Islamic Studies in secondary schools.

Methodology

This study was quantitative research design of a survey type. The population comprised secondary school Islamic Studies teachers in Kogi, Kwara and Niger States part of North-Central geo-political Zone of Nigeria. Not only that, the Raosoft sample size calculator was used to select a total of 383 Islamic Studies teachers from the three states. In addition, 101 respondents were selected from Kogi State, 161 teachers were selected from Kwara while 121 respondents were selected from Niger State. Furthermore, the main instrument used to collect data for this study was a researchers-designed questionnaire that sought information on the perception of Islamic Studies teachers, the perception of male and female teachers and the perception of qualified and non-qualified teachers teaching Islamic Studies in secondary schools. The researchers used questionnaire with four-point Likert scale typewhere 4= strongly agree (SA), 3= Agree (A), 2= Disagree (D) and 1= strongly disagree (SD). The validity of instrument was obtained after the series of amendments by three Measurement and Evaluation experts. For the reliability of the instrument, a test-retest reliability

method was used and a coefficient value of 0.78 was obtained as reliability index. The data were analysed using Kendall's Rank Order Correlation and t-test statistical tools at Alpha level of 0.05.

Results

Research Question One :What is the perception of teachers on the effectiveness of methods in teaching Islamic Studies in North-Central?

Table 1 Kendall's W. Rank Order of Teachers' Perception of Various Methods of Teaching Islamic Studies

S/N	METHODS	R	R2	RANK
1	Discussion	1016	1030225	1 st
2	Inquiry/Discovery	1061	1140645	2 nd
3	Problem solving	1180	1430716	3 rd
4	Question/Answer	1230	1552621	4 th
5	Role play	1311	1617233	5 th
6	Excursions	1430	2067251	6 th
7	Projects	1540	2489222	7 th
8	Observation	1687	2650151	8 th
9	Note-Dictation	1650	2860999	9 th
10	Lecture	1720	3290555	10 th

Table 1 shows the ranking of different teaching methods perceived by Islamic Studies teachers. The results show that Discussion method is ranked as the most effective teaching method with the (R=1016). Inquiry\Discovery method is to be found the second position as ranked with (R= 1061) Followed by Problem solving with (R=1180). It is further shown from the table that Question/Answer was 4th position with (R=1230). Role Play (R = 1311), Excursion (R = 1430), Project (R = 1540), Observation (R = 1687), Note-Dictation (R=1650) while the last was Lecture ®=1720).

Research Hypotheses

Ho₁. There is no significant relationship between the perceptions of Islamic Studies teachers and the effectiveness of methods of teaching Islamic Studies.

Table 2 Correlation shows the perceptions of teachers based on the effective methods of teaching Islamic Studies

		X ₁	Y
Teacher' perceptions (X ₁)	Pearson's Correlation	1	.467
	Sig. (2-tailed)		.000
	N	382	383
Method of teaching (Y)	Pearson's Correlation	.467	1
	Sig. (2-tailed)	.000	
	N	384	384

Note: **. Correlation is significant at the 0.05 level

The result of table 2 show that there is positive correlation between the perceptions of secondary school teachers and the effective methods of teaching Islamic Studies with $r=.467$. This shows the strong correlation between the perceptions of Islamic Studies teachers and the effectiveness methods of teaching. Since the significant level of .000 was found to be less than 0.05. The first hypothesis 1 which states that there is no significant relationship between the perceptions of secondary school teachers and the effective methods of teaching Islamic Studies was rejected. Thus, there is a significant relationship between the perceptions of Islamic Studies teachers and the effectiveness of methods of teaching Islamic Studies.

Ho₂. There is no significant difference between the perception of male and female teachers methods used in teaching Islamic Studies in secondary schools.

Table 3 : t-test showing the Teaching Methods of Islamic Studies Teachers by Gender

Group	N	Mean	SD	Df	t-value	t-table
Male	138	53.45	3.70	383	1.433	1.620
Female	245	52.32	2.85			

$p>0.05$

Based on the output, table 3 reveal that t-value of 1.43 was found to be less than t-table of 1.62 at 0.05. Since the calculated t-value is less than the critical t-value, the hypothesis, which states there is no significant difference between the perception of male and female teachers based on methods of teaching Islamic Studies in secondary schools was accepted. This indicates that the main effect of gender on methods of teaching Islamic Studies is insignificant.

H_{03} . There is no significant difference between the perception of qualified and non-qualified teachers on methods used in teaching Islamic Studies in secondary schools.

Table 4: t-test showing the Methods of Teaching Islamic Studies by Qualified and Non-Qualified Teachers

Group	N	Mean	SD	Df	t-value	t-table
Qualified	160	49.45	5.70	383	3.703	1.820
Non-Qualified	223	44.32	4.85			
P<0.05						

From the table 4 illustration that t-value 3.703 is greater than t-table of 1.820 at 0.05. The null hypothesis is hereby accepted. This indicates that there is significant difference in the methods of teaching Islamic Studies by qualified and non-qualified teachers. This shows that qualified teachers can teach the subject better than non-qualified teachers because they are specialists in the field and they can use their skills to enhance the quality of teaching in the classroom.

Discussion of Findings

The purpose of this study was to investigate the perception of secondary school teachers on the effective methods used to teach Islamic Studies in Kogi, Kwara and Niger part of North-Central Nigeria. Based on the findings of the research question One obtained from SPSS which analysed the perception of teachers based on the effective methods of teaching Islamic Studies in North-Central Nigeria, The result shows that Discussion method is ranked as the most effective teaching method with the (R=1016). The Islamic Studies teacher perceived that, using discussion method in the classroom makes the students to considerate and understand the subject better. It is further noted that the use of discussion method enhances teaching and learning process. This finding is inline with Adeagbo (2005) who submitted that discussion method of teaching is more effective to teach learners in the school subjects. It was further admitted that poor methods of teaching caused learners to perform woefully. It is also contrary to Salami's finding (1999) who revealed that project method, Socratic Method, Montessori Method, field trip and lecture methods are categorised as conventional methods of instructions that are used for effective teaching.

Furthermore, the perception of male and female teachers based on methods of teaching Islamic Studies in secondary schools was insignificant with a t-value of 1.43 which was found to be less than t-table of 1.62 at 0.05. This shows that there is a significant difference between the perception of male and female teachers in the use of methods of teaching Islamic Studies in secondary schools. This finding corroborated with the outcome of Adunola (2011) who pointed out that male teachers used techniques to teach more than female teachers. It was further stated that if the educators want to bring perfect changes in learners, teaching techniques utilized by educators must be related. It is also linked to Rahimi & Asadollahi (2012) who revealed that male teachers' behaviours toward teachings in classroom is more well controlled than female teachers. However, this finding is dissimilar to the finding of Ogunbiyi (2018) who posited that female teachers perform better than male teacher in the use of instructional resources and methods for teaching and learning.

Onward, the methods used the by qualified and non-qualified teachers in teaching Islamic Studies was significantly different with a t-value of 3.703 which is greater than t-table of 1.820 at 0.05. This shows that qualified teachers teach the subject better than non-qualified teachers because qualified teachers are well trained however, they use their skills to enhance the quality of teaching in the classroom. This finding is in line with that of Ayeni (2011) who asserted that teaching profession is a constant system that brings perfect adjustments in learners through use of suitable strategies. Similarly, this outcome concurred with Chang, (2010) and Bharadwaj and Pal (2011) who emphasised that when teaching method is used by the teacher in line with the learners' level of understanding, the stated objectives would be achieved. This finding confirmed the submission by Abdu-Raheem (2010) who asserted that discussion, problem-solving, inquiry, discovery and role playing are the techniques used by qualified teacher to teach any subject in the classroom. This result agreed with the findings of Adesanya and Adesina (2014) who posited that efficient teaching is well delivered whenever qualified teachers use teaching techniques and methods in appropriate manner.

Conclusion

This study investigated the perception of secondary school teachers on the effective methods used to teach Islamic Studies in North-Central Nigeria. Based on the findings, the majority of the Islamic Studies teacher perceived that, discussion method is the most effective method of teaching Islamic Studies that enhances the students' interest in the classroom activities. It is further shown that male teachers constantly use method to teach Islamic Studies in secondary schools than female teachers. Not only that, qualified Islamic Studies teachers teach the subject with skills and techniques which is not applied by the non-qualified teachers.

Recommendations

It is recommended that:

1. More qualified teachers should be employed to enhance the quality of teaching Islamic Studies in schools in North-Central geo-political zone of Nigeria.
2. Non-qualified teachers should be the trained by organizing series of seminars, workshops, symposium and conferences in secondary schools particularly North-Central in order to understand which methods of teaching that can be adopted to enhance the quality of teaching and learning.

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