

Evaluation of Methods of Teaching Arabic and Islamic Studies Among Senior Secondary Schools In Zamfara Central Senatorial Zone.

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Abstract:

Background: What should be taught, they say, is as significant as how it should be taught. Both are strong factors in determining the quality of a teacher. Failure to acquire the desired change in behaviour of Arabic and Islamic Studies learners calls for an urgent need to carry out an evaluation of methods of teaching Arabic and Islamic Studies in senior secondary schools in order to mirror the problem.

Materials and Methods: The thrust of this paper is to evaluate the methods of teaching Arabic and Islamic Studies among senior secondary schools in Zamfara Central Senatorial Zone. To accomplish this goal, ten (10) formulated questions have been adopted to guide the study after being validated by the expert. Unfortunately, it was discovered during this study that Arabic was not taught in senior secondary schools of Zamfara Central Senatorial Zone. Hence, the population of the study was Islamic Studies teachers with their students in some senior secondary schools during 2018/2019 academic session. The distribution of the population was male teachers with their students from different backgrounds and cultures. Purposive sampling technique was adopted in selecting the sample size. Classroom observation was the research instrument. The classroom observation was adopted to evaluate the methods of teaching Islamic Studies. Frequency count and percentage were used to answer the research questions.

Results: The findings showed that teaching aids were weakly adopted to teach Islamic Studies, relevance of the adopted method to lesson objectives was below average, and management of the classroom skills was averagely displayed. It was observed further that there was no recommended textbook for Islamic Studies, Arabic was used as a medium of instruction where necessary, and the acquisition of the knowledge of Islamic Studies was above average. Moreover, it was noticed that the lessons weakly presented step by step, evaluated and summarized towards the end of the class.

Conclusion: Based on the findings of evaluation of methods of teaching Islamic Studies, it is expected to propose methods of teaching Islamic Studies according to the Nigerian senior secondary schools syllabus. These findings will go a long way in improving methods of teaching Islamic Studies not only in Zamfara Central Senatorial zone but also in Zamfara state at large. Furthermore, despite the fact that Zamfara state is among the Northern States of Nigeria implementing Shariah, it was regrettably discovered during this research that Arabic as a subject was not taught in senior secondary schools of Zamfara Central Senatorial Zone.

Key Words: Evaluation, Methods of Teaching, Zamfara Central, Senior Secondary Schools.

Date of Submission: 15-04-2021

Date of acceptance: 29-04-2021

I. Introduction

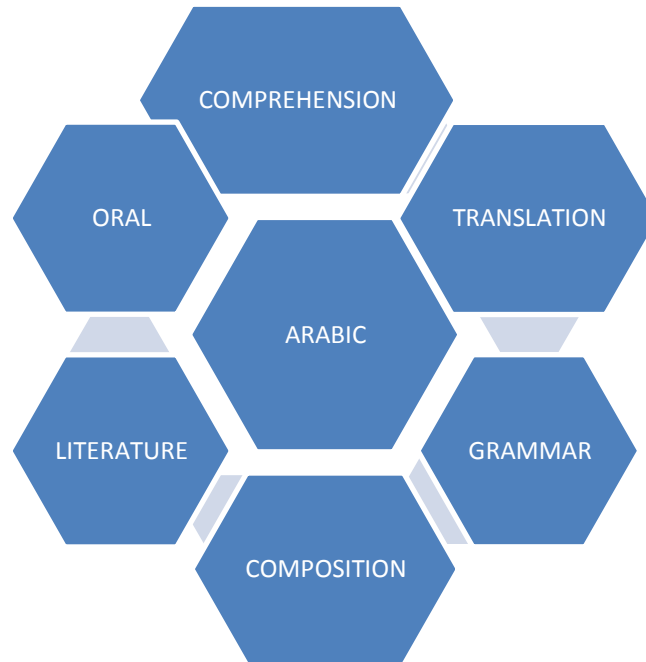
Arabic is inseparable from Islamic Studies. Hence, they say; a good Islamist is a good Arabist. It is common knowledge that, in Northern Nigeria, Arabic are taught in both Islamiyyah and Western oriented schools. Unfortunately, it was discovered during this study that Arabic was not taught in the senior secondary schools of Zamfara Central Senatorial Zone. However, in contrary to the sequence in the title, this piece discussed the status of Arabic in the visited schools after the evaluation of methods of teaching Islamic Studies

Arabic and Islamic Studies are among the elective subjects in the Nigerian senior secondary schools (National Policy on Education: 2013: 13-15). According to the West African Examination Council (WAEC) syllabus, Arabic is structured into six (6), namely:

- 1- Comprehension
- 2- Translation
- 3- Grammar
- 4- Composition
- 5- Literature

6- Oral.

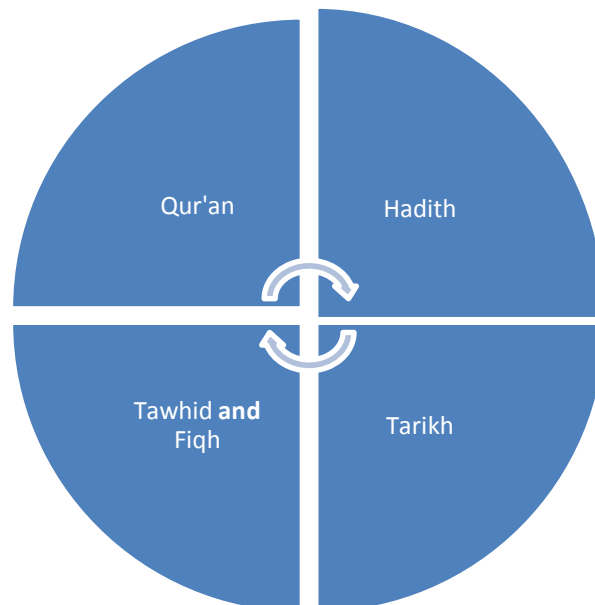
Figure no. 1: Six Major Branches of Arabic According WAEC Syllabus



Moreover, in line with WAEC Syllabus, Islamic Studies has four (4) structures, viz;

- 1- Tarikh (Historical Development of Islam)
- 2- Qur'an
- 3- Hadith
- 4- Tawhid and Fiqh (Islamic Theology and Jurisprudence)

Figure no. 2: Fours Major Branches of Islamic Studies According to WAEC Syllabus



Among the main objectives of teaching Islamic Studies in senior secondary schools in Nigeria is to apply Islamic teachings in daily life. (WAEC syllabus). Regrettably, the major problem of the Nigerian nation at present is moral decadence and spiritual degeneration. It is observed that most of Islamic Studies teachers who are to play pivotal roles in inculcating Islamic teachings into students are not professionally qualified to teach

the subject. It is important to stress that there is a need to strike a balance between what should be taught and how it should be taught. Both inputs are strong factors in determining the quality of a teacher.

In view of the above, it is important to evaluate methods of teaching Islamic Studies in senior secondary schools in order to unravel where the problem lies.

II. Material and Methods

Brief History of Zamfara State

Zamfara State is one of the North-Western states of Nigeria. It was created from the old Sokoto State on the 1st of October 1996 by General Sanni Abacha. Its capital is Gusau. The State consists of fourteen (14) Local Government Areas that are grouped into three senatorial Zones. Zamfara state has boundaries with Sokoto in North, Niger and Kaduna states in South, Kebbi State in West, and Kastina State in East.

Table 1: The Local Government Area Visited by the Researchers in Zamfara Central Senatorial Zone:

Senatorial Zone	Local Government Area	Local Government Area Visited
Zamfara Central	1- Maru, 2- Tsafe, 3- Bungudu, 4- Gusau	Gusau

Statement of problem/ Justification:

Failure to acquire the desired change in behavior of Islamic Studies learners calls for an urgent need to carry out an evaluation of methods of teaching Islamic Studies in senior secondary schools in order to reveal the problem. It is generally believed that the major problem of the Nigerian nation at present is moral decadence and spiritual degeneration. It is expected from Islamic studies learners, if the findings of this study are properly adopted, to contribute positively to national development of Nigeria at large. Evaluation of the method of teaching does not only help the Islamic Studies teachers to determine the degree of effectiveness of their teaching techniques but also arrive at appropriate teaching methods. Consequently, it will facilitate the inculcation of moral values to the Islamic studies students.

Objectives of the study

The study is designed to evaluate the methods of teaching Islamic Studies in senior secondary schools in Zamfara Central Senatorial Zone. Thus, the objectives are to:

- 1- Identify the important factors in choosing methods of teaching Islamic Studies.
- 2- Unravel the areas of weakness in teaching methods adopted by the Islamic Studies teachers.
- 3- Promote understanding of Islamic Studies in senior secondary schools.

Research Questions:

To guide the study, the following questions were raised:

- 1- Do teachers make proper use of teaching aids in teaching Islamic Studies?
- 2- Do Islamic Studies teachers adopt relevant techniques to deliver their lessons?
- 3- Are Islamic Studies teachers managing the classroom skills?
- 4- Do teachers as well as their students properly use recommended textbooks on Islamic Studies?
- 5- Do teachers use Arabic where necessary to teach Islamic Studies?
- 6- Do teachers acquire enough knowledge of Islamic Studies?
- 7- Is the Islamic Studies lesson presented step by step?
- 8- Do teachers evaluate each Islamic Studies lesson towards the end of the class?
- 9- Do teachers summarize the Islamic Studies lesson at the end of the class?
- 10- Do teachers give assignment on Islamic Studies towards the end of the class?

III. Literature Review:

Conceptual Framework:

A- Evaluation:

Evaluation can be defined as the measurement of the worth of a something in order to arrive at a meaningful decision about that thing. In the domain of Education, evaluation according to (Schrier and Hammadou: 1994: 213, as cited by Lengeling, 1996:2) is estimation of the quality of teaching performance. Students as well as teachers may be evaluated as a means to improve educational system. Among the tools used in evaluating teaching methods is classroom observation.

B- Teaching Method:

Teaching Method is a means to achieve a learning objective through a systematic presentation (Mok Soon Sang, 1992 as cited by Azniwati Abdul Aziz, 2016: 756). This, therefore, means that teaching method is a procedure adopted to teach in an orderly and organized manner. (Azniwati Abdul Aziz, 2016: 756).

C- Islamic Studies:

Islamic Studies differs in its contents and objectives from any other subjects. Thus, Busari Jamiu Muhammad, (2018: 231) holds the opinion that:

it is an inter-disciplinary programme that is designed on the diverse range of textual traditions of Islam which is the bedrock of Islamic education; and this include Language Studies (ad-Dirāsāt al-Luqāh) and Lexicology ('ilm al-Luqāh), Literature(al-Adab), Religious and Natural Sciences('ulūm ad-din wa tabī'iyah), History (tarikh/sīrat) , Jurisprudence (ahkām al-Din/ al-Fiqh), Theology and Monotheism (ilm al-Fiqh wa at-Tawhīd) , Apostolic or Prophetic Tradition (hadīth) Morality ('ilm al -akhlāq) and so on.

Theoretical Frame work

The Arab teaching method in the olden days, according to Khaled (2011:34) pivoted on recitation, the teacher's personal style and his ability to explain and interpret the texts as well as the pupil's ability to memorize them. Az-Zarnooji is of the opinion that the teaching methods differ from one subject to another based on the following criteria:

- a- Subject to be taught
- b- Teacher
- c- Environment of teaching
- d- Age of the student.

Khaled (2011 : 34-35) further explains that the method used to teach the Qur'an during the period of Az-Zarnooji was not in line with the ones adopted to teach science. Teaching Islamic Studies is a mutual process between the teacher and the student. Teaching Islamic Studies is a process of inculcating moral values and knowledge as contained in the Qur'an and the Sunnah into the student so as to make him/her mentally and spiritually matured (Ahmad, 2006 as cited by Wan Noor and Kamaruzaman : 2009:89)

From the aforementioned studies reviewed, it could be seen that the scholars have worked on hints to consider in choosing methods of teaching but none of them has carried out the study on evaluation of methods of teaching Islamic Studies in Zamfara Central Senatorial Zone. It is on this basis that this study was designed to evaluate methods of teaching Islamic Studies in senior secondary schools.

Methodology

The methodology is the method that is adopted for this study. It discusses, in brief, the research design, the population, sample and sampling techniques, instrument, validity of the instruments, procedure for data collection and methods of data analysis.

Research Design:

This study employed visitation to two (2) secondary schools in Zamfara Central Senatorial Zone where Islamic studies are offering in accordance to the western education curriculum. The visitation was to critically observe the methods of teaching Islamic Studies with the aim of collating data. This design is appropriate for this study because classroom observation is more useful to achieve the aim of improving teaching methods

Population of the Study:

The population for this study consists of all male and female senior secondary students and their Islamic Studies teachers in Zamfara Central Senatorial Zone.

Sample and sampling techniques:

The sample is comprised of 2 teachers and 77 students. This made the sample size for this study 79.

Two sampling techniques was used. First, Zamfara Central Senatorial Zone was selected using purposive sampling technique. Then, two (2) secondary schools were selected from Gusau Local Government of Zamfara Central Senatorial one at random. In each of the schools, the purposive sampling technique was used to select Islamic studies teachers based on the criteria that the teachers were ready to participate in the study.

Research Instrument:

Ten (10) formulated questions were adopted during the classroom observation. The critical observation of methods of teaching Islamic Studies during the forty minutes of a class period in those two western oriented schools was used as a research instrument.

Table 2: Ten (10) Formulated Questions

S/N	SCORE	Poor (1)	Weak (2)	Average (3)	Good (4)	Excellent (5)	Remark
	Teaching Method						
1	Proper use of Teaching Aids						
2	Relevance of the adopted technique to lesson objectives						
3	Management of the classroom skills, e.g. Introduction, use of chalk board, reinforcement						
4	Proper use of relevant and recommended textbooks on the subject						
5	Use of Arabic where necessary						
6	Competence in handling the subject						
7	Presentation of lesson step by step						
8	Evaluation of the lesson towards the end of the lesson						
9	Summarization of the lesson towards the end						
10	Relevant assignment at the end of the lesson.						

Table 2 shows ten formulated questions with grading system: using 1 to represent a poor grade, 2 to represent a weak grade, 3 to represent an average grade, 4 to represent a good grade and 5 to represent an excellent grade.

Validity of Instrument:

To ensure validity of the Instrument, the ten formulated questions were validated by the expert in Islamic Studies Education.

Method of data collection:

The data were collected through critical observation of methods of teaching Islamic Studies during the forty minutes of a class period in those two secondary schools. Many points were investigated such as management of skills used in the class, teaching aids, appropriate method for each topic, etc.

Method of data analysis:

The study was critically and thoroughly examined ten areas of data collection to sort out the information needed. Frequency count and percentage were used to answer the research questions.

These ten means of data collection were used to assess methods of teaching Islamic studies in the senior secondary schools. During the forty minutes of a class period, Islamic Studies teachers with their students were observed in order to evaluate the effectiveness of methods of teaching Islamic Studies.

IV. Findings

Table no 3.1: Distribution of the Teachers based on Gender

S/N	GENDER	FREQUENCY	PERCENTAGE
1	Male	2	100
2	Female	0	0

As seen in table 3.1. that 2 teachers were involved in the study. The table shows the gender of the teachers. The table shows further that 100% of the teachers were male while there was no female teacher.

Table 3.2: The Visited Schools with Distribution of the Students based on Gender.

S/N	NAME OF SCHOOL	SENATORIAL ZONE	MALE	FEMALE	TOTAL
1	Government Girls Arabic Secondary School, Gusau. (GGASSG)	Zamfara Central	Not Applicable	33	33
2	Demonstration Secondary School, FCET, Gusau. (DSSG)	Zamfara Central	26	18	44
	TOTAL		26	51	77
	PERCENTAGE		33.77	66.23	100

It is evident from table 3.2 that 33.77 % of the students are male while the remaining 66.23% are female. The reason for the wide gap between the percentage of male students and the female ones is that Government Girls Arabic Secondary School, Gusau. (GGASSG is for only females

Table 4: Ten (10) Formulated Questions with Grade.

S/N	NAME OF SCHOOL/GRADE	(GGASSG)	(DSSG)	TOTAL	PERCENTAGE
TEACHING METHOD					
1	Proper use of Teaching Aids	2	2	4	40:00
2	Relevance of the adopted method to lesson objectives	2	2	4	40:00
3	Management of the classroom skills, e.g. Introduction, use of chalk board, reinforcement	3	2	5	50:00
4	Proper use of relevant and recommended textbooks for the subject	1	1	2	20:00
5	Use of Arabic where necessary	4	3	7	70:00
6	Competence in handling the subject	3	2	5	50:00
7	Presentation of lesson step by step	3	1	4	40:00
8	Evaluation of the lesson towards the end of the lesson	2	2	4	40:00
9	Summarization of the lesson towards the end	2	2	4	40:00
10	Relevant assignment at the end of the lesson.	1	1	2	20:00

V. Discussion

Research Question 1: Proper use of Teaching Aids

Proper use of teaching aids in handling Islamic studies was weakly scored 4 out of 10 points as shown in table 4. This is equivalent to 40.00%. It was due to the fact that the Islamic Studies teachers in the visited schools used only blackboards and chalks as teaching aids even for teaching the Qur'anic recitation.

The finding shows that there is a need for Islamic Studies teachers to adopt teaching aids properly. For instance, the language laboratory is of crucial importance in teaching the Qur'anic recitation. It is beyond reasonable doubt that the proper use of teaching aids enhances the inculcation of the lesson objectives into students, especially the practical aspects of Islamic Studies.

Research Question 2: Relevance of the adopted method to lesson objectives

Relevance of the adopted method to lesson objectives was scored 4 out of 10 as evident in table 4. The score is equivalent to 40.00% which shows that relevance of the adopted method to lesson objectives is below average. It was discovered that most of the Islamic Studies teachers in the visited schools adopted lecture method. The method was inappropriate for most of the topics taught, such as As-Salah.

The teacher should not rely on one method but should try to ascertain the appropriate method for lesson objectives. Application of relevant teaching methods expresses teaching experience of the teacher. It is well known that the students learn more when they are involved actively in learning than when they are passive recipients of instruction. This also allows for social interaction among the students and between the teacher and the students for learning purpose.

Research Question 3: Management of classroom skills.

Management of the classroom skills, e.g. Introduction, reinforcement, etc. was scored 5 out of 10 as shown in table 4. The score is equivalent to 50.00% which depicts that the classroom skills were averagely displayed. It was observed that the Islamic Studies teachers in the visited schools, for instance, didn't reinforce. Management of classroom skills such as giving all students opportunity to see and hear all that may be required, done, or said in the lesson has positive impacts on teaching-learning process. These skills arouse the interest of the students towards the lesson, get them ready to learn and kindle the inquisitive spirit of students to involve in the lesson.

Research Question 4: Proper use of relevant and recommended textbooks for the subject.

Proper use of relevant and recommended textbooks on the subject was poorly scored 2 out of 10 which is equivalent to 20.00%. It was discovered that there is no recommended textbook for Islamic Studies in the senior secondary schools in the visited schools.

Relevant and recommended textbooks on Islamic Studies do not only play a vital role in cultivating the habit of reading into students but also facilitate dissemination of the subject matter. The government can be of help in providing adequate and recommended Islamic studies textbooks for the students, the teachers and the school libraries.

Research Question 5: Use of Arabic where necessary

It is shown in table 4 that the use of Arabic as a medium of instruction to teach the aspects that could not be perfectly understood without sound knowledge of Arabic was scored 7 out of 10. The percentage; 70.00%, shows that the use of Arabic where necessary is above average.

This result may not be surprising since one of the Islamic Studies teachers in the visited schools had M.A. in Arabic. It is an established fact that the best Islamist is an Arabist. A teacher or student who does not have any knowledge of the Arabic Language can never perform up to expectation in Islamic Studies.

Research Question 6: Knowledge of the Subject Matter.

Table 4.4 shows that the acquisition of the knowledge of Islamic Studies is scored 5 out of 10. Consequently, the Statistical analysis depicts that 50.00% of the Islamic Studies teachers acquired the knowledge of the subject matter. This result may not be surprising for it was observed that the teachers were B.A. Islamic Studies holders. It is important to stress the need to strike a balance between what should be taught and how it should be taught. This is because both inputs are strong factors in determining the quality of teachers' products.

Research Question 7: Presentation of lesson step by step

According to table 4, presentation of lesson step by step was scored below average: 4 out of 10 points. This shows that 40.00% of the Islamic studies teachers presented their lessons step by step to enhance better understanding of the content. Presentation needs the most suitable method that accommodates other short methods in explaining the complex concept in a lesson.

Research Question 8: Evaluation of the lesson towards the end of the class

From table 4, evaluation of Islamic studies lessons towards the end was scored 4 out 10 points. This is equivalent to 40.00% which is below average.

Among the objectives of this evaluation are to have the feedback from the students, to reinforce and reward their efforts and to correct and give them remedial reinforcement where they make mistakes.

Research Question 9: Summarization of lesson towards the end

Table 4 shows that 4 out of 10 points was weakly scored under summarization of lesson towards the end. The percentage is 40.00% . This finding depicts that few teachers summarized lessons towards the end.

The essence of summarization of lesson towards the end is to facilitate the effectiveness of teaching-learning process and emphasize the basic points.

Research Question 10: Assignment at the end of the lesson

Table 4 shows that 2 out of 10 points was poorly scored under assignment at the end of the lesson. This is equivalent to 20.00% of Islamic studies teachers gave their students assignments on Islamic studies.

Assignment at the end of the lesson serves as extra activities for practice, a means of making the spirit of self-study and investigation, and a link between the topic and the next topic.

Evaluation of Methods of Teaching Arabic in Senior Secondary Schools of Zamfara Central Senatorial Zone.

Statement of problem/ Justification:

Failure of Arabic learners to express in Arabic fluently and interpret Arabic texts correctly calls for an urgent need to investigate the status of Arabic and evaluate its methods of teaching in senior secondary schools in order to unravel where the problem lies.

It is common knowledge that among major problems of the Nigerian nation at present is wrong interpretation of the Qur'an and Haith as well as spiritual degeneration. It is expected from Arabic Language learners, if the findings of this study are properly adopted, to contribute positively to national development of Nigeria at large.

Objectives of the study

The study is designed to evaluate the methods of teaching Arabic Language in senior secondary schools in Zamfara Central Senatorial zone. Thus, the objectives are to:

- 1- Promote understanding of Arabic Language in senior secondary.
- 2- Unravel the areas of weakness in teaching methods adopted by the Arabic teachers.

Research design:

This study employed visitation to two (2) secondary schools in Gusau Local Government Area of Zamfara Central senatorial zone. The visitation was to critically observe the methods of teaching Arabic Studies with the aim of collating data. This design is appropriate for this study because classroom observation is more useful to achieve the aim of improving teaching methods.

Table 5: The Visited Schools in Zamfara Central Senatorial Zone

S/N	NAME OF SCHOOL
1	Government Girls Arabic Secondary School, Gusau. (GGASSG)
2	Demonstration Secondary School, FCET, Gusau. (DSSG)

Status of Arabic as a Subject among Senior Secondary Schools of Zamfara Central Senatorial Zone.

On getting to the visited schools with the aim of evaluating methods of teaching Arabic, it was observed that there was no provision for Arabic on the students time-table and no Arabic teacher as well as Arabic students. It was pathetically learnt that Zamfara state government did not make provision for Arabic as a subject in senior secondary schools of Zamfara West Senatorial Zone.

Consequently, there was no way to evaluate methods of teaching Arabic in senior secondary schools of Zamfara Central Senatorial Zone. However, we are using this medium to call the attention of people in authority especially Arabic scholars among them to take the bull by the horns by making provision for Arabic in senior secondary schools not only in Zamfara Central Senatorial Zone but also in Zamfara State at large.

VI. Conclusion

The findings showed that teaching aids were weakly adopted to teach Islamic Studies, relevance of the adopted method to lesson objectives was below average, and management of the classroom skills was averagely displayed. It was observed further that there was no recommended textbook for Islamic Studies, Arabic was goodly used as a medium of instruction where necessary, and the acquisition of the knowledge of Islamic Studies was above average. Moreover, it was noticed that the lessons weakly presented step by step, evaluated and summarized towards the end of the class. Furthermore, it was regrettably discovered during this research that Arabic as a subject was not taught in senior secondary schools of Zamfara Senatorial Zone.

VII. Recommendations

Based on the findings of evaluation of methods of teaching Islamic Studies, we are expected to propose methods of teaching Islamic Studies according to the Nigerian senior secondary schools syllabus. These findings will go a long way in improving methods of teaching Islamic Studies not only in Zamfara Central Senatorial Zone but also in Zamfara state at large.

Furthermore, despite the fact that Zamfara state is among the Northern States of Nigeria implementing Shariah, it was regrettably discovered during this research that Arabic as a subject was not taught in senior secondary schools of Zamfara Central Senatorial Zone.

We are pleading on behalf of Muslims in Zamfara state to Zamfara State Government to make Arabic a compulsory subject due to its roles in understanding Islamic Studies.

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Dr. Qaasim Badmusi Saheed Biodun, et. al. "Evaluation of Methods of Teaching Arabic and Islamic Studies Among Senior Secondary Schools In Zamfara Central Senatorial Zone." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 11(2), (2021): pp. 36-43.