

ANALYSING THE EFFECT OF TEACHING ISLAMIC STUDIES IN PUBLIC PRIMARY SCHOOLS IN ADAMAWA STATE

¹Muhammad Adamu Barkindo, ²Yunusa Aliyu, ³Chubado Hayatu

^{1,2,3}Department of Arabic Language Education, College of Continuing Education, Adamawa State Polytechnic, Yola.

**Corresponding Author:*

ABSTRACT

Islamic studies is one of the subject taught in Nigerian primary schools. It has been observed that there are many problems associated with the teaching of the subject in public primary schools. This research intends to explore the problems and suggest some possible solutions. The focus is mainly on some selected primary schools in Adamawa State. Structural Questionnaire and interviews were used to collect data for the study. Data was analysed by using simple percentages. The study revealed that there are various factors that affect the effective teaching of Islamic studies in public primary schools. These include among others inadequacy of qualified and trained teachers, absence of refresher course, lack of adequate teaching aids and textbooks. The study suggest that teachers of Islamic studies to be involved in the planning and review of the curriculum and government should be organizing refresher courses and workshops for Islamic studies teachers.

KEYWORDS: *Islamic Studies, Curriculum, Textbooks, Qur'an, Hadith*

INTRODUCTION

Islamic education is one of the best systems of education, which makes an ethical groomed person with all the qualities, which he/she should have as a human being. In addition, Islamic education is primarily viewed as divinely revealed and thus prepares individuals to be upright citizens on earth and to ultimately attain happiness in the life after death. It is revealed from the definitions above that God is the centre and focus of Islamic education; hence, to be educated, a Muslim must be devoted to attaining the pleasure of God.

It has been observed that there are many problems associated with the teaching of Islamic Studies in public primary schools in Nigeria. This research intends to explore the problems and suggest some possible solutions. The focus is mainly on some selected primary schools in each of the twenty one (21) local government of Adamawa State. Structural Questionnaire and interviews were used to collect data for the study. Both descriptive and statistical techniques were used.

Background of the study

Islamic studies involve the development of the body and soul in order to create the awareness of the existence of the creator in the individual. It is an all round development of man to enable him know his relationship and duties towards his creator, himself and to other creatures whereby he would be able to carry out these duties accordingly.

According to Bidmos (2010) Islamic Education is the whole range of knowledge which is transmitted for the main aim of developing man's intellectual, physical and spiritual being.

The history of Islamic Studies in Nigeria is the same as the history of the religion of Islam itself. This is because Islam goes to any place or community along with its own form of education. (Balogun 1982 and Ajidagba, 2012). It is not a matter of coincidence or accident that Islamic religion and Islamic education go together. The fact is that, without the latter the former cannot be said to have been firmly entrenched and understood. The Holy prophet was reported to have said that, "if Allah wants to do good to a person, he makes him to understand the religion (Bukhari, 3:11).

Therefore, there is no pretence or cover up, about the objective of Islamic education. It thrives on the Islamic concept of life, here and hereafter, prescribing the individual's position and role on earth (Qutub, 1977). The structure of the early Islamic education was Allah on the hierarchical structure of the Islamic faith. The first and the only reference and rallying point is Allah, the Creator and the starting point is to learn how to recite Al-Qur'an, the words of built. The early Islamic recitation, a student would then begin to study further under an erudite Mallam (teacher) who may not necessarily be the only teacher to handle the student till he himself becomes highly knowledgeable in the field.

Historical Account of Islamic Studies in Nigeria

Islamic studies in Nigeria began as soon as the religion of Islam was introduced to the country in the 11th century (Olatunbosun, 1981, p: 55). Therefore, Islamic studies was introduced to Nigeria long before advent of Western education, which was introduced in the middle part of the 19th century. Islamic studies had developed well formulated curriculum and methodology as far back as 7th century, by the 17th century the teaching of Islamic studies in Nigeria flourished and matured in to a remarkable standard under individual and private management (Adegoke, 2013).

Centres of Islamic studies popularly known as Qur'anic or *Islamiyyah* schools used to take place in semi-organized structures similar to non-formal education. Adegoke (2013) observed that there are three (3) different places used for teaching-learning process of Islamic studies at the initial stages. These places are:

1. Muallim (teacher)'s Residential house.
2. Community Mosque.
3. Under the shade of trees in an open space in the community.

The teacher operates freer curriculum in terms of the subject matter, timetable, class size and duration of the studies. According to Abubakar (1972, p: 147) there are three stages of learning Islamic studies in the *Islamiyyah* schools. The primary level popularly known as Qur'anic stage, it start as early as three years of age. Emphasis is laid on rote-learning and choral recitation of chapters from the Qur'an, normally the short chapters. Its curriculum covers also reading and writing of the Arabic alphabets and formation of Arabic syllables. The second stage can be referred to as secondary level. Here, curriculum would now become wider as it includes memorizing and writing the whole Qur'an off head and studying some simple Islamic and Arabic books, such as *kitab al Akhdariy*, *Al Ashmawiy*, *Qurtubiy*, *Risala*, *Ishriniyyah*, etc. The last stage is referred as tertiary stage, where curriculum become more wider, it includes advanced Arabic language books, *Tafseer* (Qur'an commentary), Syntax, Logic, Arithmetic, Hadith, Algebra, Poetry and Medicine.

Aims and objectives of Islamic studies in Nigerian schools

The aims and objectives of Islamic studies in Nigerian schools were derived from the blue print of the National Policy of Education of 1984 as observed by Adegoke (2013). From it, the following aims and objectives of the Islamic studies are arrived at namely, to:

1. Develop spiritually both body and soul of students.
2. Create an awareness about the existence of Allah in students.
3. Acquaint the students with the outlines of Islam
4. Prepare the students to understand Islam as a culture and civilization.
5. Instil in the students the spirit of God consciousness.
6. Appreciate and uphold the values and teaching of Islam, and to live by it.
7. Give the students adequate intellectual exposure that will enable them pursue further education in Islamic studies in tertiary institution within or outside the country.
8. Enable the students know their responsibilities and duties towards Allah, other human beings and themselves, and carry those responsibilities and duties as expected of them.
9. Give moral and religious training to the student so that he will be useful not only to himself but also to his community at large.
10. Introduce the students to role of Arabic language as an official language of Islam as well as language of scholarship in Islam.

Aims and Objectives of Islamic Studies in Primary schools in Nigeria

The aims of teaching Islamic studies at the primary school level are summarized as follows (Lemu, 1980, p: 1).

- i. To awaken in the child a consciousness of Allah, as a foundation of his intellectual emotional and spiritual growth and provide a sound Islamic basis for rational and reflective understanding of the world around him.
- ii. To enable the child to know how to worship Allah in the manner He has prescribed.
- iii. To teach the child to be conscious of his responsibility to Allah serving Him with all talents and resources He has given him.
- iv. To train the child's personality towards the best moral and social conduct and self-discipline in accordance with the guidance of the Qur'an and *Sunnah* and to encourage him through this training to grow up as a good and law abiding citizens, who will contribute to the well being of society and of humanity in general.
- v. This shows that the aim of Islamic education is to produce a good and righteous man, he who worships Allah the Creator and acts according to the dictates of Shari'ah. This act of worship requires total submission to Allah as it is supposed to be in line with Quranic verse that says: "I have created the Jinn and man only to worship me" (Qur'an 51:56). This position does not mean that Islamic education is against other secular sciences, Islamic education is wide and comprehensive. It encompasses all sciences, either secular or religious (Kazeem, S. A. & Balogun K.Y, 2013, p: 168).

The curriculum of Islamic studies in primary schools consists of the following subjects (Bidmos, 2010: 32)

- **Qur'an:** It is the Holy book of Islam, which was revealed to Prophet Muhammad (S.A.W) it is made up of 114 chapters and 6, 236 verses. In this curriculum some aspects of the Qur'an are selected for study.
- **The Hadith:** It means the sayings, action, practices and approvals of prophet Muhammad (S.A.W) some sections of the Hadith that border on day – to – day life of a Muslim were selected for study in this curriculum.
- **Tauhid:** It means monotheism, i.e. the belief in the unity of Allah. In this curriculum Tauhid is dealt with in some detail.
- **Fiqh:** It is jurisprudence some elementary and introductory aspects of fiqh are included in this curriculum.
- **Sirah:** It is the biography of prophet Muhammad (S.A.W), Sirah provides the child with a good historical account of the prophet (S.A.W) and the personalities associated with the study of the moral precepts contained in the Qur'an and Hadith as well as moral lessons deduced from the other pillars of Islam.

Statement of the Problem

It was observed that teaching Islamic studies in public primary schools in Adamawa State is confronted with many problems. These problems includes Inadequacy of qualified and trained teachers, lack of adequate teaching aids, etc. These factors if not properly tackled will definitely hinder students from copying up adequately with activities in the teaching/learning process.

Objectives of the Study

This study is aims at finding out the challenges faced by teachers in teaching Islamic studies in public primary schools, the effects of these challenges on the academic achievement of students, and the possible ways to overcome such challenges in order to achieve the goals and objectives of teaching/learning Islamic studies in public primary schools in Adamawa state. It's objectives are:

1. To highlight the status of Islamic studies in the primary school curriculum.
2. To examine the problems hindering effective teaching of Islamic studies in the public primary schools in Adamawa state.
3. To find out the effects of such challenges on students' performance in learning Islamic studies.
4. Finally to suggest some possible ways on how to overcome such problems.

Research Questions

It has been observed that there are many problems associated with the teaching of Islamic studies in public primary schools in Nigeria. There is need to find out these problems and proffer solutions to them. The research therefore attempts to answer the following questions:

1. Does the government put up supportive measures in religious studies in primary schools as it does to the science and technology?
2. Do the authors of Islamic studies textbooks establish a link between the methods, curriculum development and classroom teachers?
3. Are the Islamic studies teachers' qualities of delivery of Islamic teachings adequate?
4. Are the periods allocated for Islamic studies on the timetable adequate enough?
5. Do the teachers of Islamic studies in primary schools have requisite qualifications?

Significance of the Study

The study is hoped to sort out the problems facing teaching of Islamic studies in public primary schools in Adamawa state and to suggest possible solutions to the problems.

It also hoped to serve as an opener for further researches on the subject so that wider understanding will be achieved on it.

Finally, teachers will hopefully, be inspired by the study to intensity in their efforts in teaching Islamic studies to their students.

Methodology

This study used specifically primary and secondary methods of data collection. The primary data included the data collected from the questionnaire administered and interviews conducted, while secondary data included the relevant journals and textbooks consulted for the study write-up.

The descriptive survey research design was adopted for the study, i.e. three (3) primary schools were chosen from each of the twenty one (21) local governments of Adamawa State, totalling sixty three (63) primary schools in all.

Population/ Sample

The population of the study consists of all Islamic studies teachers in the 63 selected primary schools of the (21) local government area of Adamawa State. The purposive sampling technique was adopted for the study. The respondents are the Islamic studies teachers who have spent at least an academic session in their respective schools. The teachers were randomly selected.

Instrument for Data Collection

A structured questionnaire was used for data collection and were distributed among the respondents. The researchers distributed one hundred and thirty three (133) copies of questionnaire in some selected primary schools across the (21) local government area of Adamawa State and were able to retrieve one hundred (100) copies only. The interviews also was conducted with some of the respondents based on structural questions.

Area of the Study

The study was conducted in Adamawa State, which is a state in North Eastern Nigeria with its capital at Yola. Adamawa State was formed in 1991 from part of Gongola State by military of General Ibrahim Badamasi Babangida. The state occupied about 36, 917 square kilometres. It is bordered by Borno state in the North West, Gombe state to the west, Taraba state to the southwest and Cameroon Republic as its Eastern border (information Nigeria, 2009).

Scope and Limitation of the Study

This study covers only public primary schools in Adamawa state, private primary schools are excluded, likewise, secondary schools both public and private are not included.

Data Analysis

The main instrument used consist of one hundred (100) copies of a structured questionnaire to elicit information about various problems affecting the teaching of Islamic Studies in some selected primary schools in the twenty one (21) local government Area of Adamawa State. The questionnaire for the Islamic Studies teacher contained eighteen (18) items in all and were divided in to two sections, A & B. Section A is personal data of the respondents, including name of the school, local government are, occupation, subject teaching, sex, age, years of experience and highest qualification. Section B is on specific problems on teaching/learning Islamic Studies. The respondents were required to tick (√) in the appropriate column chosen. The research is descriptive; therefore, simple descriptive methods were used to make the interpretation of the research work understandable. In analysing the data, simple percentage was used. The below tables represents the general opinion of the respondents on the issue raised in this study:

Table1: Responses of the teachers to the Personal – related factor

	QUESTIONS	Agreed	%	Disagreed	%
1	There are no adequate qualified and professional teachers for Islamic studies.	80	80	20	20
2	Absence of refresher course, such as seminars, symposium, workshops and so on for Islamic studies teachers.	75	75	25	25
3	Lack of motivation of teachers in term of proper payment of salaries and other welfare is one of the problems of teaching Islamic studies.	79	79	21	21
4	Teachers of Islamic Studies are not adequately provided in most primary schools.	85	85	15	15

Table 1 above reveals that 80% of the respondents agreed that lack of qualified and professional teachers of Islamic studies is one of the challenges of teaching/learning Islamic studies in public primary schools in Adamawa State, while 20% disagreed. 75% agreed that absence of refresher course, such as seminars, symposium, and workshops and so on for Islamic studies teachers is among the problems of teaching Islamic studies, while 25% disagreed. Likewise, 79% of the respondents agreed that lack of motivation of teachers in term of proper payment of salaries and other welfare also is among the problems of teaching Islamic studies and 21% disagreed. 85% of the respondents agreed that teachers of Islamic Studies are not adequately provided in most primary schools in Adamawa State, and 15% disagreed.

Table 2: Responses of the teachers to the Instructional Materials – related factor

	QUESTIONS	Agreed	%	Disagreed	%
5	There is frequent transfer of teachers from one school to another.	40	40	60	60
6	Most of the Islamic studies teachers lack method of teaching.	65	65	35	35
7	There are no adequate instructional materials for teaching Islamic studies.	78	78	22	22
8	Most of the teachers do not use the few available instructional materials effectively.	70	70	30	30
9	There are no Suitable Textbooks for Islamic studies, the few available ones are out of date.	83	83	17	17

Table 2 reveals that 40% of the respondents agreed that frequent transfer of teachers from one school to another is one of the problems of teaching Islamic studies in primary school, while 60% disagreed. 65% of the respondents agreed that most of the Islamic studies teachers lack method of teaching which is one of the problems of teaching Islamic Studies in primary schools and 35% disagreed. 78% of the respondents agreed that lack of adequate instructional materials for teaching Islamic studies is among the problems of teaching Islamic studies in primary schools, while 22% disagreed and say lack of adequate instructional materials is not among the problems of teaching Islamic studies. 70% of the respondents agreed that most of the teachers do not use the few available instructional materials effectively during teaching, while 30% disagreed and say that teachers of Islamic studies are using teaching aids effectively. 83% of the respondent agreed that suitable textbooks for Islamic studies subject are not available in the schools, which is one of the problems affecting effective teaching of Islamic studies, and 17% disagreed.

Table 3: Responses of the teachers to the Environment/Period – related factor

	QUESTIONS	Agreed	%	Disagreed	%
10	No basic infrastructures such as conducive learning environment, students normally take class under trees.	55	55	45	45
11	The frequency of the period for the teaching of Islamic studies is very low, and were pushed towards the close of the day.	89	89	11	11
12	Teachers of Islamic Studies are usually absent during the period of the subject.	34	34	66	66

Table 3 reveals that 55% of the respondents agreed that lack of basic infrastructures such as conducive learning environment also among the problems hindering teaching/learning Islamic Studies in public primary schools in Adamawa state, while 45% disagreed. 89% of the respondents agreed that frequency of the period for the teaching of Islamic studies is very low, and were pushed towards the close of the day and 11% disagreed. 34% of the respondents agreed that teachers of Islamic Studies are usually absent during the period of the subject and 66% disagreed, they say teachers of Islamic studies are attending their classes regularly.

Discussion of the findings:

From the foregoing, it is discovered that there are various factors that are affecting the teaching/learning of Islamic studies in public primary schools in Adamawa state. They are as follows:

1- Personal – related factor

Table 1 clearly indicates that there is inadequacy of qualified and trained teachers. The teachers at hand are not dedicated enough. So, all the above mentioned resources related factors are to be adequately tackled for the betterment of the subject. For instance, some Islamic studies teachers are not performing up to the expected level in schools, this is because of lack of motivation of teachers in term of proper payment of salaries and other welfare.

2 - Instructional Materials – related factor

It is observed that instructional materials have rewarding impact when they are well utilized; they help to concretize knowledge and bring knowledge closer to the students (Suleiman, 2013). However, Table 2 reveals that these devices are very rare and the little available were not utilized by the Islamic studies teachers in these findings. Suleiman (2013) observed that lack of adequate textbooks is the basic problem of teaching/learning Islamic studies, to impart effective knowledge; teachers need to make use of relevant and current textbooks that would be suitable for the children. However, it is glaring that there are little or no textbooks for the teachers and pupils of Islamic studies and contents of the available few ones are not adequate meeting the changes in the society, because they are outdated according to these findings.

3 - Environment/Period – related factor

Table 3 reveals that many primary schools especially in rural areas there are no adequate classrooms students sit under trees to take their lessons, which has effects on the subject. It also shows that the frequency of the period for the teaching of Islamic studies is very low. In most schools two periods are allocated to the subject per week, compared to the other subjects, even so, the periods are mostly pushed towards the closing time, when most of the students have exhausted and tired and cannot assimilate any teaching.

Recommendations

Based on the above observations and findings, the following suggestions are made towards solving the problems associated with the teaching of Islamic studies in some selected public primary schools in Adamawa state:

- 1 – Government should provide adequate and relevant textbooks and instructional materials for Islamic studies and build adequate classrooms for all her primary schools in the state.
- 2 - Government should organize or sponsor teachers of Islamic studies to attend refresher course, such as seminars, symposium, workshops, conferences, and so on.
- 3 – Teachers of Islamic studies in primary schools should be involved in the planning and review of the curriculum.
- 4 – Islamic studies teachers should endeavour to write relevant and suitable textbooks for the use of their pupils.
- 5 – Teachers of Islamic studies in primary schools themselves should produce relevant and suitable teaching aids, rather than relying on the government.
- 6 – Teachers of Islamic studies in primary schools should be encouraged to improve on their methods of teaching by attending refresher courses, workshops, seminars and conferences. Moreover, those who have deficiency in Arabic/English languages should try to remedy their deficiencies.
- 7 – Islamic/Arabic professional association like, Nigeria Association of Teachers of Arabic and Islamic Studies (NATAIS), Nigeria Association of Teachers of Arabic in Colleges of Education and Allied Institutions (NATACEDA), Academic Society for Arabic Language and Literature (ASALLIN), Departments of Arabic and Islamic studies in Nigerian Universities and Colleges of Education should encourage their members to publish relevant textbooks.

CONCLUSION

From the discussion above, it is clearly revealed that there are many problems associated with teaching/learning Islamic studies in primary schools in Adamawa state. This study confirms that the problems facing the teaching/learning Islamic studies in primary schools are inadequacy of the teachers, the few ones lack relevant qualifications, lack of conducive environment for learning and wrong method of teaching. Other problems identified are lack of adequate teaching aids as well as lack of relevant textbooks. In addition, the period allocated to the subject is not enough to impart knowledge and unsuitable time allocation for the subject in the school timetable is another problem. As a result of this factors students are not able to cope adequately with activities in the teaching/learning process.

REFERENCES

- [1] Abubakar, A. (1972) *Athaqafatul Arabiyya Fii Nigeria*, Muassatu al Rsalat, Beirut, Lebanon.
- [2] Adegoke (2013) Towards sustainable Development of Islamic Studies in the Nigerian Educational System, in M.A. Abdurraheem, *Arabic/Islamic studies and the Challenge of Quality Control in the Nigerian Educational System* (Ijebi –Ode, Nigeria Association of Teachers of Arabic and Islamic Studies).
- [3] Bidmos, M.A. (2010) *A manual for the teaching of Islamic Studies*, University of Lagos Press.
- [4] Bidmos, M.A (2013) *Islamic Education in Nigeria it's philosophy and research methods*, University of Lagos Press.
- [5] Fafunwa, B. (1974) *History of Education in Nigeria*, George Allen and Union Ltd, 1st edition, London.
- [6] Federal Ministry of Education (1984), National Policy on Education, 1st Edition, Lagos: National Educational Research Development Council (NERDC).
- [7] Hanafi, M. A. (1964) *A Survey of Muslim Institution and Culture*, Sheikh Muhammad Asfrat, Lahore, Pakistan.
- [8] Lemu, B.A. (1982) *Methodology of teaching Islamic studies in the Primary Schools*, Lagos I.P.B.
- [9] Information Nigeria (2009) *The Nigerian States by Population*, Retrieved 11th/2/2015 @ www.informationnigeria.com/2009/04/nigeria.
- [10] Kazeem,S.A. and Balogun K.Y. (2013), *Problem facing Islamic studies: Evidence from Nigeria*, *Journal of Educational and social Research*, Rome, Italy, vol.3, No.9.
- [11] Olaoti, I. Y., (2010). *Problems and Prospects of Islamization of Education in Nigeria*. Source through: www.i-epistemology.net. Online Resources on Islamic Worldwide and Knowledge.
- [12] Olatunbosun, P., O., (1981) *History of West Africa from A.D 100 to the Present Day in a Corrective Perspective*, Fatiregun Press and Publishing Company, Ilesha.
- [13] Opeloye, M.O (ed) (1991) *Arabic and Islamic studies in Nigerian schools, challenges of the 6 – 3 – 3 – 4 educational system*, Lagos, Nigeria Association of Teachers of Arabic and Islamic Studies (NATAIS).
- [14] Shittu, Hudu (2013) "The Imperatives for Quality Control in Islamic Education Curricular in Southwest and Hausa/Fulani Region" in M.A. Abdurraheem, *Arabic/Islamic studies and the challenge of quality control in the Nigerian educational system* (Ijebi –Ode, Nigeria Association of Teachers of Arabic and Islamic Studies,2013).
- [15] Suleiman, K. O. (2013) "Problems of teaching/learning of Islamic studies in public primary schools in Ekiti State" in M.A. Abdurraheem, *Arabic/Islamic studies and the challenge of quality control in the Nigerian educational system* (Ijebi –Ode, Nigeria Association of Teachers of Arabic and Islamic Studies,2013).