

## Assessment of the Implementation of Nbaais English Curriculum among Senior Arabic and Islamic Secondary Schools in Kano Metropolis

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### Abstract

*The main purpose of this study was to assess the implementation of NBAIS English curriculum in Senior Arabic and Islamic Secondary Schools in Kano Metropolis. Two research questions were formulated to guide the study. The study was descriptive survey design. The population of the study was 28 principals, 100 English teachers from 28 Senior Arabic and Islamic Secondary Schools, which made the total of 128 populations, simple random sampling technique was used to select 20 principals, 77 English teachers which made the total of 97 as sample size. A modified 4 point Likert Scale questionnaire was used for data collection. There were two types of the instruments, one for principals and the other one for teachers. Adapted instrument titled CIED was used to measure the acceptability of the English NBAIS curriculum and availability of human and material resources. The Spear Man Rank Order was used to establish the reliability of the instruments by using split half method and the results was 0.80. The data was analyzed by using descriptive statistics i.e. mean, standard deviation, frequency count and percentage. The findings revealed that the community is committed towards the successful implementation of English curriculum. But there were inadequate human and material resources for the successful implementation of English curriculum of NBAIS. Based on the research findings the study recommended among others that adequate human and material resources should be provided for the successful implementation of the curriculum in Senior Arabic and Islamic Secondary Schools in Kano Metropolis.*

### Background to the Study

The National Board for Arabic and Islamic Studies, (NBAIS) Ahmadu Bello University, Zaria, became the first Board which adapted the real integration that can be realized, that was 1959/60. It produced Judges, Barristers, Ambassadors excetra who were knowledgeable in Islamic and Western Education. The National Board for Arabic and Islamic Studies (NBAIS) was established by the law no ( Oladosu, 2012). 10 in the year 1959/60 as a unit under the defunct Northern Nigerian Ministry of Education Headquarter Kaduna, by Sir Ahmadu Bello the Sardauna of Sokoto, for the purpose of producing judges who are knowledgeable and vast in Islamic education as well as western education. The unit was responsible for supervision, curriculum development, examination and issuance the certificate of Senior Arabic and Islamic Secondary Schools, under the authority of Nigerian Ministry of education headquarter in Kaduna. With creation of the first 12 States in Nigeria, the activities of the unit were transferred to institute of Education Ahmadu Bello University, Zaria, in 1968/69 with promotion to a Board for Northern Nigeria Curricula of NBAIS contains all the subjects that are taught in conventional Secondary Schools with only difference in Arabic Studies, Islamic Studies and Qur'anic studies where these three subjects considered as compulsory for both Junior and Senior Arabic and Islamic Secondary levels, unlike in conventional secondary schools where Islamic Studies considered as elective for Senior

classes. But Qur'anic Studies is only for Tahfeez and Tajweed (Qur'anic memorization and rules of reciting the Holy Qur'an). The medium of instruction is Arabic, English and three major Nigerian languages (Hausa, Igbo and Yoruba). Arabic language, Islamic studies and Qur'anic studies are taught in Arabic language. English, Mathematics, Computer studies, Social studies, Government, Agric, Home Management (For Female students), Health Education, Biology, Chemistry, and Physics etc, are taught in English. And Native languages of the students are taught in their own languages.

Among the general objectives of this notable examination body as mentioned in their mission statement, is to enhance the study of Arabic and Islamic studies and other conventional subjects in its schools as contained in its curricula. It also examines and assesses the candidates in order to issue them with its certificate known as Senior Arabic and Islamic Secondary School Certificate (SAISSC). It is the objective of NBAIS, to cater for the education of all groups in the society who do not want to send their children to the conventional secondary school because of their love for learning Arabic and Islamic studies only. It is the objective of NBAIS too, to be in the frontline in realizing the ambitions of the Federal Government of Nigeria in its programme for the full integration of western and Islamic Education Programme, the promotion of Qur'anic schools and the Madrasah system of Education in the country.

These objectives are in line with the basis of Nigeria's philosophy of education which is based on: a) the development of individual into a sound and effective citizen;

b) the full integration of the individual into the community; and c) the provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal schools system. ( Funso, 2014).

For the curriculum implementation to be successful, different people need to work together to achieve the stated aim, these include teachers, parents, students, government etc. Teachers are considered as the most important persons in the curriculum implementation process why because, without their knowledge, experience and competency, the achievement will not be realistic. This means that they need to be trained on philosophy of the programme, contents of the curriculum as well as pedagogical approach (Garba, 1996)

Beside the teachers, parents or community play an important role in successful implementation process. For example, when parents or community see a subject being taught in a way that is unfamiliar to them, they naturally have questions about what is going on, and they may feel confused. To be successful, any new curriculum needs to be embraced by the community. In a nutshell, there is a need of all relevant human and material resources as guided by Fullan and Pomfret (1977) as cited in Faisal (2012)

#### Statement of the Problem

This research intends to assess the implementation of English curriculum that are being implemented in the year 2011 and controlled by NBAIS. The importance of teachers in the implementation of educational policy, curriculum or course offering cannot be over emphasized. It is observed that fundraising, provision of facilities and decision-making through Parent- Teachers association's meetings is immensely contributed to curriculum implementation, but unfortunately, some parents are not contributing for the implementation to be successful. According to Oneachu (2008), instructional materials serve as alternative channels of communication which a teacher can use to compress information to make them more vivid to the learners. Despite the fact that human and material resources are necessary in the implementation of NBAIS English curriculum, the researcher noticed that some of the Schools are facing problems of human and material resources. English language serve as general

pre-requisite for entering into Nigerian tertiary institutions, as such, the subject is considered as core subject in Senior Arabic and Islamic Secondary Schools curriculum provided by NBAIS. However, despite the importance of the subject, to the best of the researcher's knowledge no study was carried out to investigate the implementation of English curriculum in Senior Arabic and Islamic Secondary Schools in Kano Metropolis.

#### Objectives of the Study

The main objective of this study is to assess the implementation of English curriculum in Senior Arabic and Islamic Secondary Schools in Kano metropolis. Specifically, the following objectives are stated:

1. To find out the level of acceptability and commitment of the community towards the implementation of NBAIS English curriculum;
2. To examine the availability of human and materials resources for the successful implementation of NBAIS English curriculum.

#### Research Questions

The following questions were raised to guide the study:

1. What are the level of acceptability and the commitment of the community towards the implementation of English and Mathematics curricula of NBAIS?
2. How adequate are provisions of human and materials resources for the successful implementation of English and Mathematics curricula of NBAIS?

#### Theoretical Framework

One of the early contributions to the theory of curriculum implementation was that of Schon (1971) , Faisal (2012). He based his theory on the observed technological changes which he described as "pervasive". Blenkin et al (1975) thoroughly examined these models of Schon and discovered that his main focus was continuing process of transformation. Schon then posits that institutions called "learning system" should be developed in order to bring about their own continuing transformation. Thus, his centre of focus is system of diffusion. Ivowi (2008) identified three evolving models from Schon's work:

- I. Centre Periphery Model (CPM)
- II. The Proliferation Centre Model (PCM)
- III. Shifting Centre Model (SCM).

This study is hinged on only two models of curriculum implementation which are

Centre Periphery Model and Proliferation Centre Model.

#### I. Centre Periphery Model (CPM)

In this model, the implementation is centrally controlled either by the government or an agency. The experts that monitor the implementation, the resources required and the training facilities are all centrally controlled by the agency charged with the responsibilities for the implementation spreads or diffuses into the periphery or other parts (Schon, 1971 cited in Faisal 2012). For the system to work effectively there is a need for adequate communication network, effective supply of materials and a constant monitoring of feedback for the periphery.

Thus, the linkage of this Model to the study is that, The National Board for Arabic and Islamic Studies as National Examination Body which is responsible for curriculum development, evaluation and issuance

of the certificate of Senior Arabic and Islamic Studies; are working with Kano State Senior Secondary Schools Management Board to ensure the successful implementation of English and Mathematics curricular. This means that NBAIS serves as Centre while Kano State Senior Secondary Schools Management Board serves as periphery.

## II. Proliferation Centre Model (PCM)

According to Schon (1971 cited in Ben-Yunusa 2008), the proliferation of centre model maintains that in implementation there should be both primary and secondary implementation centres. The primary centres are responsible for managing the secondary centres. They provide them with training materials and the resources model. The secondary centres engaged in diffusing or spreading the change in their individual area of control. Ben-Yunusa (2008) added that this resembles what have in the National Primary Education Commission (now UBEC). The commission means the primary school Board at National level, while the State Boards coordinate the affairs in the various local governments and feedback to the commission. For this to succeed there should be sufficient materials and training facilities at the centres. There should also be an effective communication network, adequate finance and effective supervision.

Therefore, the linkage of this model to the study is that, the National Board for Arabic and Islamic Studies (NBAIS) serves as primary centre which is responsible for managing Senior Arabic and Islamic Secondary Schools in Kano State.

### Indices of Curriculum Implementation

As stated by Fullan and Pomfret (1977) cited in Faisal (2012), effective implementation of innovations requires time, personal interaction and contacts, in-service training and other forms of people-based support. Curriculum implementation requires winning people over and it takes time. Teachers need to feel appreciated and their efforts recognized. Some may argue that they should be given financial rewards but there is evidence to suggest that external motivation contributes minimally to the venture. Individuals contribute their best talents when they are internally motivated and derive a good feeling from being involved. This means that adequacy of equipment, facilities and general resources required for the successful implementation of a new curriculum. Time available for preparing and delivering the requirements e.g. teachers need enough time to develop their own understanding of the subject they are required to teach. There must be also a professional support for teachers from both within the school and outside e.g. opportunities to receive ongoing curriculum professional support as well as professional knowledge. Garba (1996) explained that participants in curriculum implementation refer to those individuals, government and non governmental agencies that are responsible for implementing any change in education.

For the successful Implementation of any curriculum there must be adequate human and material resources, each one is a “Key player” in the change process. Without the coordinated involvement of these individuals, the implementation of the curriculum programme will encounter many problems. Among the key players identified are: teachers, students, principals/headmasters, assistant principals, district education officers, state education officers, curriculum developers, academics, parents, interested political officials and lay citizens. In a centralized system, the national curriculum is developed at the national level and passed on to the individual districts and schools to be implemented.

### Methodology

The study adopted the Descriptive Survey design to assess the implementation of NBAIS English curriculum in Senior Arabic and Islamic Secondary Schools in Kano metropolis. The design allows the generalization of findings from a sample to a wider representation of the population. Orodho (2005)

stated that, descriptive survey design is a method used to collect information about opinions, attitudes and habits of people or any of the variety of educational or social issues by interviewing or administering questionnaires to a sample of individuals. Consequently, this study targeted all principals and English teachers of Senior Arabic and Islamic Secondary schools in Kano Metropolis, which comprises three educational zones, these are: Dala, Kano Municipal and Nassarawa zones. There are a total number of 28 Principals of senior Arabic and Islamic Secondary Schools and 100 English teachers.

**Table 1 Distribution of Schools and Number of English Teachers per zones in Kano Metropolis, Kano State**

S/N	Zones	Number of Principals/Schools	Number of English teachers	Total
1	Dala	04	22	26
2	Kano municipal	13	35	48
3	Nassarawa	11	43	54
	Total	28	100	128

**Source:** Kano State Senior Secondary Schools Management Board, (Monday, 29 Feb, 2018).

Table 1 indicated that there were 28 Principals, 100 English teachers which make the total of 128 populations. According to Krejcie and Morgan table for sample size, (1970), ninety seven (97) was considered for this study as the sample size.

**Table 2. Sample Size for the Study**

Zones	Number of Principals	Number of English Teachers
Dala	4	19
Kano Municipal	9	20
Nassarawa	7	38
Total	20	77

The subjects for this study were sampled out using simple random sampling techniques by employing balloting method. The data for this study were collected by using questionnaires. There were two sets of questionnaires in this study. The questionnaire was used to collect data from principals of Senior Arabic and Islamic Secondary schools in Kano metropolis and the other one for English teachers. In order to answer the research questions, descriptive statistics that is, Mean, standard deviation, frequency count and percentage were employed in the analysis of the data. The statistical package for social science known as SPSS version 20 was used to facilitate data analysis so as to infer meanings out of the collected data from the retrieved questionnaires administered to principals and English teachers.

## Findings

**Research Question one:** Research question one sought to find out the level of acceptability and the commitment of the community towards the implementation of English curriculum of NBAIS. The result of the responses is presented in table 3

**Table 3:** Level of acceptability and commitment of the community towards the implementation of English curriculum of NBAIS

**Indicators of acceptability and commitment;**

- a. Enrolling children into the schools
- b. Renovation and building of new classes
- c. Visiting and providing teaching materials

English	Frequency	Percentage	Mean	S.D
Acceptable	16	80.0%	1.2000	.47016
Unacceptable	4	20.0%	1.2000	.47016

**Research Question Two:** Research question two sought to find out whether there is an adequate provision of human and material resources for the successful implementation of English NBAIS curriculum. The result of the responses is presented in table 4.

**Table 4:** Availability of human and material resources for the successful implementation of NBAIS English curriculum

**Indicators of human and material resources;**

- a. Adequate teaching staff
- b. Enough classrooms
- c. Availability of instructional facilities

English	Frequency	Percent	Mean	S.D
Available	6	30.0%	1.7000	.47016
Unavailable	14	70.0%	1.7000	.47016
<b>Total</b>	<b>20</b>	<b>100.</b>	<b>1.7000</b>	<b>.47016</b>

**Discussion on findings**

Research question one sought to find out the level of acceptability and commitment of the community towards the implementation of NBAIS English curriculum. The outcome of the research question one showed that community has a positive perception on the implementation of English curriculum of NBAIS. The community accepted and also committed to the success of its implementation. This is because the responses showed that community is highly committed towards the implementation of English curriculum of NBAIS. This is apparent because the cumulative response shows the acceptability and commitment of the community with frequencies of 16 out of 20 and 80% against unacceptability which has 4 out 20 and 20%. This finding corresponds with the findings of Aden (2013) which shows that parental support of the Islamic Integrated Education Programme ( IIEP) had positive influence on the implementation of Islamic integrated education programme in the public early childhood centres in Nairobi. The findings also correspondent with that of Guolaug (2010) which discovered that parents recognized the importance of being involved in their child’s education and participated fully. But this research differs with that of Eyiuche (2013) where he discovered that there was a little extent of involvement of the parents in curriculum implementation in Anambara State.

Research question two sought to find out the availability of human and material resources for the successful implementation of English curriculum of NBAIS. The outcome of research question two showed that there are inadequate Human and material resources in Senior Arabic and Islamic Secondary

Schools in Kano metropolis for the successful implementation of English curriculum, this can be seen because unavailability was 14 frequencies out of 20 and 70.0% which was against availability with 6 frequency out of 20 and 30.0%. This finding is in line with the findings of Shaaban (2013) which showed that the major challenges facing the teaching of I.R.E in secondary schools in Nairobi include inadequate teaching and learning resources, lack of capacity building and staff development programme.

### Conclusions

Based on the findings of this study, the following conclusions can be drawn:

1. Most of the principals are on the opinion that parents through PTA are contributing towards the successful implementation of NBAIS English curriculum to meet its objectives among Senior Arabic & Islamic Secondary Schools students in Kano Metropolis.
2. It is evident that there are inadequate of human and learning resources in teaching and learning of NBAIS English curriculum as perceived by the majority of teachers of Senior Arabic and Islamic Secondary Schools in Kano metropolis.

### Recommendations

Based on the findings of the study, the following recommendations are made:

1. Community should redouble their effort by working in team or individuals in assisting such kinds of schools by providing necessary materials which can improve the teaching and learning of NBAIS English curriculum.
2. Inadequate human and Material resources should be seriously addressed by the authorities concerned, more especially the teaching staff. Because the problem is a barrier to the successful implementation of NBAIS English curriculum which lastly affect the aim and objectives of NBAIS and Nigeria at large.

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