

EVALUATION OF THE CONTRIBUTIONS OF ISLAMIC NON-GOVERNMENTAL ORGANIZATIONS IN TEACHING ISLAMIC STUDIES IN SENIOR SECONDARY SCHOOLS, KADUNA STATE, NIGERIA

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Abstract

This study evaluated the contributions of Islamic Non-governmental Organizations (INGOs) in teaching Islamic Studies in Senior Secondary Schools, Kaduna State, Nigeria. Specifically, the study objective is to determine the contributions of INGOs to the recruitment of qualified Islamic Studies teachers for effective teaching in Senior Secondary Schools in Kaduna State. Research questions and hypotheses were formulated in line with the objective to guide the study. The study adopted a descriptive survey research design and worked with the 257 study population, which distributed as 106 Islamic studies teachers, 51 principals and 100 quality assurance officials. The study used the entire population of 257 as the sample. The instrument used for data collection was a self-structured and experts validated questionnaire titled "Questionnaire for Islamic Studies Teachers, Principals and Quality Assurance Officials" (QITPQAO), which contained 10 items. After pilot testing, the instrument tested revealed a reliability rating of 0.85. The data were analyzed using Mean statistics to analyse responses to the research questions. Inferential statistics of Kruskal-Wallis was used to test the hypothesis at 0.05 level of significance. The results revealed that INGOs contributed through building schools, classrooms, build libraries and provided toilet facilities for staff use, and all respondents had agreed to that, the P value was $0.125 > 0.05$. The study concluded that, INGOs contributed to building classrooms, renovation of the dilapidated buildings, provided potable water among others. It was recommended among others that, INGOs should continue to contribute to building physical infrastructures which include; building schools, classrooms, libraries office accommodation for effective teaching of Islamic Studies in senior secondary schools in Kaduna State, Nigeria.

Keywords: Evaluation, Contributions, Islamic Non-governmental Organizations.

Introduction

Education is a cornerstone of societal development, pivotal in shaping beliefs, values, and norms. In Muslim communities worldwide, transmitting Islamic values rooted in the Qur'anic and Prophet Muhammad's (S.A.W) teachings is central to education (Kabir, 2015). Islamic schools, along with parents, bear the responsibility of instilling these values in Muslim students through a well-crafted curriculum. In many Muslim-majority countries, parents increasingly turn to Islamic schools as primary sources of education for their children. With the global push for education for all, governments recognize the importance of Islamic-based schools and seek to establish minimum standards to ensure quality education for their students. This is

particularly evident in Nigeria, where public and private Islamic schools are burgeoning, extending beyond the Muslim-majority northern regions of the country.

Efforts by governments and educational authorities to define and uphold standards for Islamic-based schools underscore the recognition of their significant role in the education landscape. By integrating Islamic values with formal education, these institutions contribute to the holistic development of students, fostering a strong sense of identity, morality, and community cohesion. As the demand for Islamic education continues to rise, stakeholders must collaborate to ensure that Islamic schools meet established standards and provide quality education to their students. Through such concerted efforts, Islamic education can catalyze individual empowerment, societal advancement, and the preservation of Islamic values and traditions.

Curriculum is a range of learning activities that students participate in while being supervised by teachers. Evaluation is an assessment of a programme's worth or value, and making decisions. The contribution is something that you give or something that you do that helps in achieving a result. Islamic Non-Governmental Organizations are group of Muslim individuals whose goals and objectives aimed at promoting Islam in its various aspects. Teaching comprises a series of actions aimed at facilitating learning. Islamic Studies is a process of how one will worship his Lord in accordance with the provision of the glorious Qur'an and traditions of the holy prophet (P.B.U.H).

In Nigeria, three distinct educational traditions, indigenous, Islamic, and Western have thrived over time, each fulfilling its unique role for learners and encountering challenges. While initially established in traditional Qur'anic schools, Islamic education has evolved to adopt Western-style formal education within both public and Islamic schools. Particularly in the northern regions of Nigeria, Islamic schools have expanded their offerings to include a comprehensive curriculum covering various subjects alongside religious studies. This expansion has positioned Islamic schools as formidable competitors to public schools, catering to the educational needs of students with diverse interests and aspirations. Islamic studies is one of the disciplines that need to be taught in secondary schools to meet education goals. If all the problems that potentially interfere with secondary school instruction are tackled head-on, it will be possible to accomplish the well-stated secondary education goals. To teach Islamic studies in secondary schools, it is necessary to have reasonable, standard building constructions and other amenities to support efficient teaching and learning growth. A conducive learning environment aids successful teaching. According to research by Hale and Ibitoye (2016), students perform 19–25% better than their peers in classrooms lacking these features in good, standard classrooms with large windows, natural lighting, and well-designed skylights. According to Hunter (2006), environmental factors such as a broken heating system, insufficient ventilation, a subpar lighting system, and the general state of the building also have impacts on the active performance of the staff (including teachers), not just the student's academic achievement. Similarly, the windows in the teaching areas and the building's age were found to be favourably correlated with staff involvement in the classroom and student learning outcomes (Bullock, 2007).

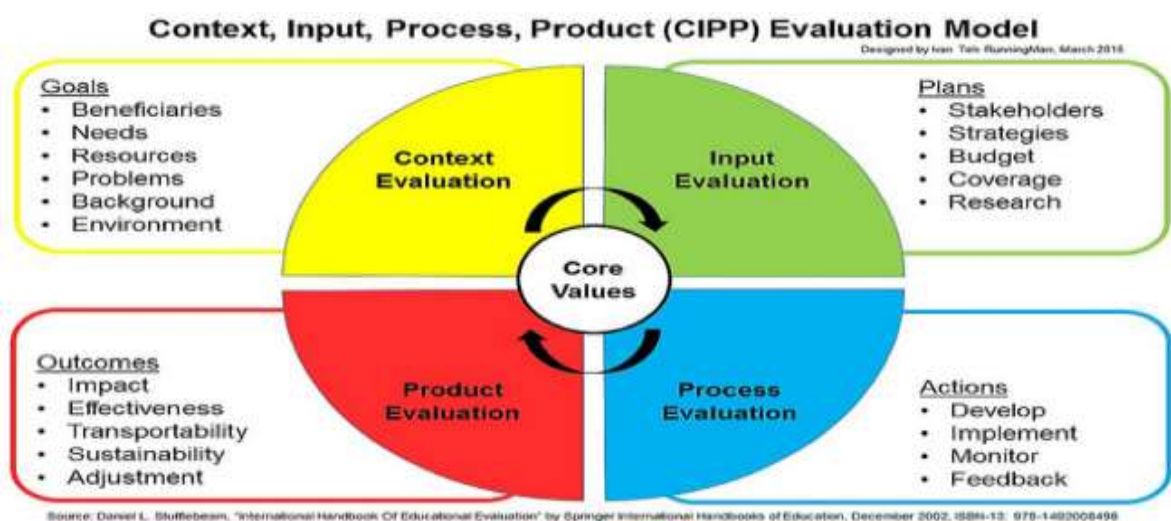
The Context Input Process and Product (CIPP) model of evaluation was adopted for this study. The model which was developed by Stufflebeam in 1983, is a systematic approach for identifying areas of concern, selecting relevant information, and collecting and analyzing data to provide decision-makers with summary reports (Stufflebeam & Shinkfield, 2007). Moreover, the theory recommends that for a decision to be taken on a particular phenomenon, a corresponding evaluation should be used.

a). Context Evaluation: This kind of evaluation identifies the unmet needs of an environment, problems that prevent the needs from being met, and opportunities from being used. Diagnosing the issues helped the evaluator develop objectives to improve the programme. The evaluator tends to create an aim to solve the unmet need, thereby solving the problem (Stufflebeam, 2003).

b) Input Evaluation: This kind of evaluation provides information for determining how to utilize available resources to achieve the desired programme objective (Khawaja, 2001). For example, if a programme objective revolves around the mastering of specific goals in a subject, the input evaluation task would be to identify, obtain, and provide the information needed by programme managers regarding which resources to be used and in what manner they should be employed to promote the achievement of the programme objectives.

c) Process Evaluation: This provides periodic feedback to the manager of a programme (teacher) that has been designed, approved, and is in the implementation stage. It provides information for programme decisions and maintains a procedure record as it occurs (Patil & Kalekar, 2014). The process evaluators monitor the actual education procedures to help educational decision-makers anticipate and overcome procedure difficulties.

d). Product Evaluation: The aims at this stage are to measure and interpret attainment not only after an education programme but as often as necessary in the curriculum implementation process. The decision-makers can take action on whether to continue the programme or modify it (Scriven, 1994).



Based on the above model, this model (CIPP) is related to this study evaluated the contributions of INGOs in teaching Islamic Studies in senior secondary schools in Kaduna State. The models deal with a framework that serves as support and guided the study. The variables in this study need to be evaluated to ascertain whether they support Islamic studies teaching in the state. On the issue of teacher recruitment, the model looked deeply to observe the need or circumstances that warrant the recruitment of teachers as "context," to determine the level of those to be recruited as "input evaluation", to assess the active participation of those to be recruited from time to time, to ascertain whether they can teach the subject as "process," and the "product," which revealed the outcome participation of those to be recruited. This is a stage of deciding whether to proceed with the recruitment, replace, or terminate. Tracey (2016) supported that, before recruiting staff, there must be screening, examination, and interviewing before short-listing those that scale through, among others.

Statement of the Problem

Some conscious observations shown have also that, several problems overshadow the effectiveness of teaching Islamic studies in senior Islamic-based Secondary Schools in Kaduna State, among which is the inadequate qualified Islamic studies teachers (eg, those teachers that are qualified are running to look for a white choler job somewhere). The teachers are not proud enough to go and teach in such schools because of the nature of the school buildings and salary structure. Being the researcher once an Islamic Studies teacher in the study area observed the syllabus are not completed at all levels within the allotted time, so Islamic studies Syllabus are not covered entirely in most senior secondary schools. This is consistent with Sani's assessment in Kabir (2015), who linked the problems to a shortage of qualified teachers. In addition, government shows little concern for religious affairs, so students choose to study science rather than any other course. As such, the number of those interested in learning Islamic studies has reduced.

Objective of the Study

The study was guided by this objective. Thus, to:

1. examine the contributions of INGOs on recruitment of qualified Islamic Studies teachers for effective teaching in senior secondary schools in Kaduna State.

Research Question

The following question was raised and provides answer in the course of the study:

1. What contributions have INGOs made towards recruitment of qualified Islamic Studies teachers for effective teaching in senior secondary schools in Kaduna State?

Hypothesis

The following hypothesis was formulated to guide the study:

1. There is no significant difference in the response of Islamic Studies teachers, principals and quality assurance officials on the contributions of INGOs on recruitment of

qualified teachers for effective Islamic Studies teaching in senior secondary schools in Kaduna State;

Methodology

The research adopted a descriptive survey design. According to Hale and Stanley (2015), a survey allows for studying a group of people or subjects by collecting and analyzing data from a sample representing the entire group. This design is suitable for both small and large populations. Hale further suggested that, surveys involve gathering information from respondents through carefully designed questionnaires focused on specific areas to facilitate feedback. The responses can then be statistically analyzed to make inferences and decisions regarding the inquiries made. Keith (2002) noted that, surveys possess qualities such as uniqueness, probability sampling, and the standardization of measurement and analysis requirements. This design was chosen for its ability to provide a high level of generalization, effectively representing the entire population under study.

The population for the study was put at 257 respondents. The population of Islamic Studies teachers was 106, the population of principals was 51, and the population of Quality Assurance Officials was 100 (NBAIS, 2022). A census sampling technique was adopted using the entire population as a sample. The sample size for this study was (247), which comprised (102) Islamic Studies teachers, (48) principals and (97) Quality Assurance Officials. This is because, the population was not too large, and so the study used the entire population. Nwanna (2014) asserts that when the population is small, the whole population could be used as a sample size. Though the entire population was used, 10 respondents were extracted and used for pilot testing; hence, they were not included in the actual study.

The instrument used for this study was a self-structured and experts validated questionnaire. The instrument comprised 10 items which helped obtain information on INGO contributions in teaching Islamic Studies in senior secondary schools in Kaduna State. The instrument was titled "Questionnaire for Islamic Studies Teachers, Principals and Quality Assurance Officials" and tagged QITPQAO. It consisted of five sections. Section 'A' focused on the respondents' demographic information, while section 'B' consisted of the 10 items. The QITPQAO was tailored around the Likert Rating Scale, and weighed on four (4) points scale. (i.e., Strongly Agreed, Agreed, Disagreed and Strongly Disagreed).

For establishing the validity of the instrument, the self-structured questionnaire was given to the supervisors and other experts in the fields of Islamic studies, English language, Curriculum and Instruction, Measurement and Evaluation in Ahmadu Bello University, Zaria, assessed the face content validity of the instrument. Cronbach alpha method was used and the instrument was administered once at the pilot testing stage. Split half method was used. Consequently, the reliability coefficient indices of 0.85 was realized. An Introductory Letter was collected from the Head of Educational Foundations and Curriculum Department Ahmadu Bello University, Zaria, to the National Board for Arabic and Islamic Studies (NBAIS) and the principals of the Schools in Kaduna State, which enabled the researcher to have adequate responses of the

respondents. The analysis of the data collected involved both descriptive and inferential statistics. Mean was utilized to analyze responses to research questions, providing insights into central tendencies and variability. Additionally, the Kruskal-Wallis (H) test was employed to test hypotheses, enabling the acceptance, retention, or rejection of hypotheses at a significance level of 0.05.

Results

Descriptive statistics, including tables of frequency and mean scores, were employed to address the research questions. Moreover, all null hypotheses underwent testing via inferential statistics, specifically Analysis of Variance (ANOVA), at a significance level of 0.05. This section deals with the analysis of data on research questions raised for the study and the benchmark mean for agree/disagree was 2.5.

Research Question: To what extent do the INGOs contributed towards the recruitment of qualified teachers for effective Islamic Studies teaching in Senior Secondary Schools in Kaduna State?

Table 1: The extent to which INGOs contributed towards the recruitment of qualified teachers for effective Islamic Studies teaching in Senior Secondary Schools

S/N	Items	Status	SA	A	D	SD	MEAN
1	All the Islamic Studies teachers in your school are recruited by INGOs	Teacher	30	40	20	12	3.3
		Principal	18	15	9	6	3.3
		QAO	47	32	10	8	3.4
2	All Islamic Studies teachers recruited by INGOs are qualified to teach the subject in your school	Teacher	50	40	8	4	3.6
		Principal	30	13	3	2	3.8
		QAO	47	32	10	8	3.6
3	Islamic Studies teachers recruited by INGOs are enough in your school	Teacher	30	30	10	9	3.0
		Principal	15	15	9	9	3.1
		QAO	32	30	20	15	3.8
4	There is need for the INGOs to recruit more Islamic teachers in your school	Teacher	40	37	10	15	3.7
		Principal	20	15	7	6	3.5
		QAO	40	40	10	7	3.2
5		Teacher	40	39	14	9	3.0

	From time to time, INGOs visit the newly recruited Islamic Studies teachers and principals in your school	Principal	20	18	6	4	3.2
		QAO	38	38	13	8	3.2
6	INGOs recruit Islamic Studies teachers on the basis of merit	Teacher	50	46	4	2	3.4
		Principal	23	19	4	2	3.4
		QAO	39	39	12	7	3.7
7	Islamic community of practice need to be recruited by the INGOs for re-training the Islamic teachers in your school	Teacher	50	44	4	4	3.5
		Principal	23	17	5	3	3.4
		QAO	40	38	11	8	3.8
8	INGOs recruit part-time Islamic Studies teachers to support the full-time teachers in your school.	Teacher	32	38	20	12	3.3
		Principal	18	16	8	6	3.3
		QAO	46	33	9	9	3.4
9	All the Islamic Studies teachers recruited by the INGOs in your school are full-time teachers	Teacher	35	37	20	10	3.6
		Principal	19	19	6	4	3.8
		QAO	40	37	11	9	3.6
10	All the Islamic Studies teachers recruited by the INGOs in your school are Part-time teachers	Teacher	35	37	10	20	3.0
		Principal	24	19	4	8	3.1
		QAO	40	37	3	4	3.8
Grand Mean							3.4

The data analyzed showed the extent to which INGOs contributed towards recruiting qualified teachers for practical Islamic Studies teaching in Senior Secondary Schools in Kaduna State. The item statements 1-10 for teachers, principals, and quality assurance officials revealed calculated Mean scores that were higher than the 2.5 benchmark. The grand Mean of 3.4, means that, INGOs to a large extent recruited qualified Islamic Studies teachers and ensured their development, they usually visit the newly recruited teachers to see their performances, make sure that, teachers were recruited based on merit and ensure training and re-training of teachers for better performance, teachers recruited by INGOs support the permanent teachers in lesson delivery and evaluation for the effective teaching of Islamic Studies in Senior Secondary Schools in Kaduna State.

Hypothesis There is no significant difference in the response of Islamic Studies teachers, principals and Quality Assurance Officials on INGOs contributions to recruitment of qualified Islamic Studies teachers for effective teaching in Senior Secondary Schools in Kaduna State;

Table 2: Kruskal-Wallis statistics on the INGOs contributions to recruitment of qualified Islamic Studies teachers for effective teaching in Senior Secondary Schools in Kaduna State

S/N	Kruskal-Wallis H	Df	P. value	Decision
1.	1.245	2	.265	Retained

The data analysis in table 2 showed the differences in responses of respondents on the contributions of INGOs to the recruitment of qualified Islamic Studies teachers for effective teaching in Senior Secondary Schools in Kaduna State. The result reveals a Kruskal-Wallis H value of 1.245 with P. value of 0.265. The hypothesis was retained, indicating no difference in respondents' opinions regarding the contributions of INGOs to the recruitment of qualified Islamic Studies teachers for effective teaching in Senior Secondary Schools in Kaduna State.

Discussion of Findings

Findings from this study revealed that, the extent to which INGOs recruit qualified teachers to teach Islamic studies, visit the newly recruited teachers to see their performances, make sure that teachers are recruited based on merit and ensure training and re-training of teachers for better performance is high for effective teaching of Islamic Studies in Senior Secondary Schools in Kaduna State, and all respondents have agreed to that, the P value was $0.265 > 0.05$. In alignment with the findings of AbdulGafar's (2017) research on Muslim Women and Social Responsibility in Nigeria, which focused on the contributions of the Federation of Muslim Women's Associations in Nigeria (FOMWAN), it was revealed that FOMWAN has consistently played a pivotal role in enhancing educational standards, particularly in Kaduna State and Nigeria as a whole. The organization has been instrumental in expanding schools by constructing additional classrooms, enhancing the quantity and quality of teachers, and implementing measures to improve teacher effectiveness. Additionally, FOMWAN has been proactive in integrating vocational training and primary education into the curriculum of Islamic schools. Furthermore, the organization has been actively involved in granting scholarships to teachers across all levels of education, with a particular emphasis on supporting female educators.

Conclusion

Based on the findings of this study, it was concluded that; Islamic Non-Governmental Organizations contributed to building classrooms, provision of toilet facilities, recruitment of

qualified teachers, training and re-training of teachers, renovation of dilapidated buildings, among others.

Recommendations

Based on the findings the study recommended that:

1. INGOs should continue to contribute by building physical infrastructures, which include classrooms, office accommodation, furniture, fences, and libraries and provide more of toilet facilities as well as portable water for the effective teaching of Islamic Studies in senior secondary schools in Kaduna state.

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