

INFLUENCE OF TEACHERS' COMPETENCE AND ATTITUDE ON UTILIZATION OF INSTRUCTIONAL MATERIALS FOR EFFECTIVE IMPLEMENTATION OF ISLAMIC STUDIES CURRICULUM IN SECONDARY SCHOOLS IN KATSINA STATE, NIGERIA

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Abstract

This study investigated the Influence of Teachers' Competence and Attitude on Utilization of Instructional Materials for Effective Implementation of Islamic Studies Curriculum in Secondary Schools in Katsina State, Nigeria. Two objectives, two corresponding research questions and hypotheses guided the study. A correlational research design was adopted. The population of the study comprised all ninety-five (95) Islamic Studies teachers across twenty-one (21) public senior secondary schools within the Katsina zonal education quality assurance and the entire population was studied using a census approach. Data were collected using a validated instrument titled Teachers' Competence and Attitude towards Instructional Materials Questionnaire (TCATIMQ), which yielded a reliability coefficient of 0.836. Descriptive statistics of Mean and Standard Deviation were used to answer the research questions, while Pearson Product Moment Correlation (PPMC) statistics tested the hypotheses at 0.05 level of significance as used to test the hypotheses. Findings revealed that teachers demonstrated a moderate level of competence and a generally positive attitude towards the use of instructional materials, both of which significantly influenced the effective implementation of the Islamic Studies curriculum. It was concluded that teachers' competence and attitude are crucial factors influencing the successful implementation of the Islamic Studies curriculum. It was therefore recommended that Islamic Studies teachers should be provided with continuous professional development opportunities and adequate instructional resources to strengthen their competence and positive attitude towards instructional material utilization for improved curriculum implementation in public senior secondary schools in Katsina state.

Keywords: Teachers' Attitude, Competence, Instructional Materials, Curriculum Implementation, Islamic Studies.

Introduction

Education is universally recognized as the cornerstone of national development, and its effectiveness largely depends on how well the curriculum is implemented at the classroom level. For subjects such as Islamic Studies, which aim to promote moral uprightness, spiritual awareness, and intellectual development, effective curriculum implementation is essential (Aliyu, 2022). The teacher remains a central figure in the teaching-learning process, and their

competence and attitude towards the use of instructional materials play a vital role in translating curriculum objectives into meaningful learning experiences (Yusuf & Adeoye, 2021; Abdulrahman & Ibrahim, 2023).

Instructional materials are indispensable tools that make the teaching and learning process more practical, interactive, and meaningful. They bridge the gap between theoretical content and real-life experience, thereby enhancing students' comprehension and retention (Ogunbiyi, 2019). According to Olayinka and Bello (2020), competent teachers are those who possess the professional knowledge, technical skill, and creative ability to effectively select and utilize appropriate instructional resources in line with the lesson objectives. However, competence alone may not ensure effective implementation; teachers' attitudes—expressed in their motivation, belief systems, and willingness to integrate instructional materials—are equally critical (Okonkwo & Danjuma, 2021). A teacher who is positively disposed to using instructional aids is more likely to create engaging classroom environments that support deeper understanding and long-term learning outcomes (Usman, 2022).

In the Nigerian educational context, Islamic Studies occupies an important position in the secondary school curriculum because of its emphasis on the holistic development of learners—spiritually, morally, and intellectually (Nwafor, 2020). The National Policy on Education (Federal Republic of Nigeria, 2014) emphasizes the need for teachers to employ diversified instructional approaches, including the effective use of instructional materials, to achieve curriculum goals. However, despite policy efforts, the actual classroom implementation of Islamic Studies has continued to face challenges. Studies have reported that many teachers either lack adequate competence or exhibit lukewarm attitudes towards the use of instructional materials, resulting in teacher-centered lessons and low student engagement (Abubakar, 2020 & Suleman, 2024).

In Katsina state, evidence from the Zonal Education Quality Assurance (2023) indicates that although instructional materials are available in some public secondary schools, they are often underutilized. Teachers of Islamic Studies frequently rely on lecture methods, minimizing the use of charts, models, and other visual aids that could enhance interactive learning (Abubakar, 2020; Aliyu, 2022; Suleman, 2024). This trend undermines the goals of Islamic Studies education and calls for an empirical investigation into how teachers' competence and attitude towards the use of instructional materials influence effective curriculum implementation. Therefore, this study seeks to examine teachers' competence and attitude towards the use of instructional materials for effective implementation of the Islamic Studies curriculum in public senior secondary schools in Katsina state, Nigeria

Statement of the Problem

The effective implementation of the Islamic Studies curriculum at the senior secondary school level depends largely on teachers' professional competence and their attitude toward instructional practices. A teacher who possesses the necessary pedagogical competence but demonstrates an indifferent or negative attitude toward instructional material utilization may not achieve meaningful learning outcomes (Okonkwo & Danjuma, 2021; Yusuf & Abdulkadir, 2022). In contrast, teachers with both strong competence and a positive attitude tend to foster

interactive, student-centered learning that enhances curriculum delivery (Olayinka & Bello, 2020; Abdulrahman & Ibrahim, 2023).

Despite the recognition of these factors in educational literature, the reality in many Nigerian secondary schools particularly in Katsina State reveals a persistent gap between policy intentions and classroom practices (Aliyu, 2022 & Abubakar, 2020). Reports from the Katsina Zonal Education Quality Assurance (2023) have shown that while instructional materials are available in several public schools, many Islamic Studies teachers either fail to use them effectively or neglect them altogether. Observations also suggest that some teachers lack the necessary competence to select, improvise, and integrate instructional aids, while others display low motivation and negative attitudes toward their use (Ogunbiyi, 2019 & Usman, 2022).

This situation has resulted in a predominantly lecture-based approach to teaching Islamic Studies, leading to passive learning, reduced student engagement, and poor understanding of religious and moral concepts (Nwafor, 2020 & Suleman, 2024). Consequently, the goals of the Islamic Studies curriculum such as the development of sound moral reasoning, faith, and good conduct are not being fully achieved. Although prior studies (Yusuf & Adeoye, 2021; Eze, 2021) have examined aspects of teacher competence and attitude, limited empirical evidence exists on how these variables jointly influence the effective implementation of the Islamic Studies curriculum within the Katsina state context. It is against this background that this study investigates teachers' competence and attitude towards the use of instructional materials for effective implementation of the Islamic Studies curriculum in public senior secondary schools in Katsina state, Nigeria.

Objectives of the Study

Specific objectives of the study are:

1. To investigate the extent of teachers' competence in the utilization of instructional materials for effective implementation of the Islamic Studies curriculum in public senior secondary schools in Katsina zonal education quality assurance, Katsina state, Nigeria.
2. To investigate the extent of teachers' attitude towards the utilization of instructional materials for effective implementation of the Islamic Studies curriculum in public senior secondary schools in Katsina zonal education quality assurance, Katsina state, Nigeria.

Research Questions

The following research questions guided the study:

1. To what extent are teachers competent in the utilization of instructional materials for effective implementation of the Islamic Studies curriculum in public senior secondary schools in Katsina zonal education quality assurance, Katsina state, Nigeria?
2. What is the attitude of teachers towards the utilization of instructional materials for effective implementation of the Islamic Studies curriculum in public senior secondary schools in Katsina zonal education quality assurance, Katsina state, Nigeria?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant relationship between teachers' competence in the utilization of instructional materials and the effective implementation of the Islamic Studies curriculum in public senior secondary schools in Katsina zonal education quality assurance, Katsina state, Nigeria.
2. There is no significant relationship between teachers' attitude towards the utilization of instructional materials and the effective implementation of the Islamic Studies curriculum in public senior secondary schools in Katsina zonal education quality assurance, Katsina state, Nigeria.

Methodology

The study adopted a correlational research design, which was considered appropriate for establishing the relationship between teachers' competence, attitude, and the effective implementation of the Islamic Studies curriculum. The population of the study consisted of all ninety-five (95) Islamic Studies teachers across twenty-one (21) public senior secondary schools within the Katsina Zonal Education Quality Assurance area. Since the population was manageable, a census approach was used, allowing all teachers to participate.

The instrument for data collection was a structured questionnaire titled Teachers' Competence and Attitude towards Instructional Materials Questionnaire (TCATIMQ), developed by the researcher and validated by three experts in Educational Measurement and Curriculum Studies. The instrument comprised twenty (20) items divided into two sections covering competence and attitude. Reliability was established through a pilot study, yielding a Cronbach's Alpha coefficient of 0.836, indicating high internal consistency. Descriptive statistics (mean and standard deviation) were used to answer the research questions, while the Pearson Product Moment Correlation (PPMC) was employed to test the null hypotheses at a 0.05 level of significance.

Results

Research Question 1: To what extent are teachers competent in the use of instructional materials for effective implementation of the Islamic Studies curriculum in public senior secondary schools in Katsina zonal education quality assurance, Katsina state?

Table 1: Mean and Standard Deviation of Teachers' Competence in the Use of Instructional Materials

S/N	Item Statement	SD	D	A	SA	N	Mean	STD
1	I have adequate knowledge of how to select appropriate instructional materials that match lesson objectives in Islamic Studies.	2	18	62	8	90	2.84	0.60
2	I am competent in applying various instructional materials such as charts, models, maps, and pictures to facilitate students' understanding.	1	11	57	21	90	3.09	0.63

3	I effectively utilize instructional materials to make Islamic Studies lessons more practical and engaging.	2	18	53	17	90	2.94	0.69
4	I am skilled in improvising instructional materials when the recommended ones are not available.	0	6	55	29	90	3.26	0.57

Cluster Mean 3.03

The result in table 1 shows that teachers demonstrated a moderate to high level of competence in the use of instructional materials, with mean scores ranging from 2.84 to 3.26 and a cluster mean of 3.03. The standard deviation values (0.57–0.69) indicate minimal variation in responses. This suggests that most Islamic Studies teachers in Katsina State possess adequate knowledge, skill, and initiative in selecting, utilizing, and improvising instructional materials to enhance effective curriculum implementation.

Research Question 2: What is the attitude of teachers towards the use of instructional materials for effective implementation of the Islamic Studies curriculum in public senior secondary schools in katsina zonal education quality assurance, Katsina state?

Table 2: Mean and Standard Deviation of Teachers’ Attitude towards the Use of Instructional Materials

S/N	Item Statement	SD	D	A	SA	N	Mean	STD
1	I enjoy preparing my lessons using instructional materials that align with the objectives of the Islamic Studies curriculum.	3	8	24	55	90	3.46	0.80
2	I believe instructional materials help address cognitive, affective, and psychomotor domains of learning.	0	9	67	14	90	3.06	0.51
3	I like employing different instructional materials such as charts, models, and audio-visual aids while teaching Islamic Studies.	2	18	44	26	90	3.04	0.76
4	I am always motivated to use instructional materials to evaluate whether lesson objectives are achieved.	0	4	77	9	90	3.06	0.38

Cluster Mean 3.16

The result in table 2 reveals that Islamic Studies teachers generally displayed a positive attitude towards the use of instructional materials, with mean scores ranging from 3.04 to 3.46 and a

cluster mean of 3.16. This suggests that teachers are favourably disposed towards incorporating instructional materials into lesson delivery. The low standard deviation values (0.38–0.80) further indicate consistency in their responses, implying that most teachers share a uniformly positive perception of the importance of instructional materials in ensuring effective implementation of the Islamic Studies curriculum.

Hypothesis 1

H₀₁: There is no significant relationship between teachers’ competence in the use of instructional materials and the effective implementation of the Islamic Studies curriculum in public senior secondary schools in katsina zonal education quality assurance, Katsina state, Nigeria.

Table 3: Correlation between Teachers’ Competence in the Use of Instructional Materials and Effective Curriculum Implementation

Variables	Teachers’ Competence in the Use of Instructional Materials	Teachers’ Competence in Effective Implementation of the Islamic Studies Curriculum
Teachers’ Competence in the Use of Instructional Materials	Pearson Correlation	1
	Sig. (2-tailed)	—
	N	90
Teachers’ Competence in Effective Implementation of the Islamic Studies Curriculum	Pearson Correlation	.807
	Sig. (2-tailed)	.000
	N	90

The result in table 3 reveals a strong positive correlation ($r = 0.807, p < 0.05$) between teachers’ competence in the use of instructional materials and the effective implementation of the Islamic Studies curriculum. This indicates that teachers who are more competent in selecting, utilizing, and improvising instructional materials tend to implement the curriculum more effectively in public senior secondary schools within the Katsina Zonal Education Quality Assurance area. Therefore, the null hypothesis stating that there is no significant relationship between the two variables is rejected

Hypothesis 2: There is no significant relationship between teachers’ attitude towards the use of instructional materials and the effective implementation of the Islamic Studies curriculum

in public senior secondary schools in Katsina zonal education quality assurance, Katsina state, Nigeria.

Table 4: Correlation between Teachers’ Attitude towards the Use of Instructional Materials and Effective Curriculum Implementation

Variables	Teachers’ Attitude Towards the Use of Instructional Materials	Teachers’ Attitude Towards Effective Implementation of the Islamic Studies Curriculum
Teachers’ Attitude Towards the Use of Instructional Materials	Pearson Correlation	1
	Sig. (2-tailed)	—
	N	90
Teachers’ Attitude Towards Effective Implementation of the Islamic Studies Curriculum	Pearson Correlation	.748
	Sig. (2-tailed)	.000
	N	90

The result in table 4 reveals a strong positive correlation ($r = 0.748$, $p < 0.05$) between teachers’ attitude towards the use of instructional materials and effective implementation of the Islamic Studies curriculum. This implies that teachers who display a positive attitude towards using instructional materials tend to implement the curriculum more effectively in public senior secondary schools within Katsina Zonal Education Quality Assurance, Katsina State. Therefore, the null hypothesis stating that there is no significant relationship between the two variables is rejected

Discussion of Findings

The study revealed a strong positive relationship between teachers’ competence in the use of instructional materials and the effective implementation of the Islamic Studies curriculum ($r = 0.807$, $p < 0.05$). This indicates that competent teachers who appropriately select and apply instructional materials are more effective in achieving curriculum objectives. The finding supports Ogunbiyi (2018), who noted that teachers’ instructional competence enhances learning outcomes, and Ahmed and Mohammed (2020), who emphasized the importance of teachers’ mastery of instructional materials for effective curriculum delivery.

Similarly, a significant positive correlation was found between teachers’ attitude towards the use of instructional materials and the effective implementation of the Islamic Studies curriculum ($r = 0.748$, $p < 0.05$). This implies that teachers with positive attitudes towards instructional aids tend to implement the curriculum more effectively. The result agrees with Abubakar (2019), who found that positive teacher attitudes enhance instructional performance,

and aligns with Ajzen's (1991) Theory of Planned Behavior, which links attitude with behavioral intention.

Conclusion

The study concluded that teachers' competence and attitude towards the use of instructional materials significantly influence the effective implementation of the Islamic Studies curriculum in public senior secondary schools in Katsina State. Teachers demonstrated a moderate to high level of competence in selecting, utilizing, and improvising instructional materials, as well as a generally positive attitude towards their use. These factors collectively enhance curriculum delivery and promote active learning. Therefore, continuous professional development and adequate provision of instructional materials are essential to sustain and improve the quality of Islamic Studies teaching and learning in the state

Recommendations

1. **Capacity Building:** regular workshops, seminars, and in-service training should be organized by the Katsina state ministry of basic and secondary school education to strengthen teachers' competence in selecting, improvising, and effectively using instructional materials for teaching Islamic Studies.
2. **Provision of Instructional Materials:** school administrators and government authorities should ensure adequate and timely supply of relevant instructional materials to public senior secondary schools to enhance curriculum implementation.
3. **Positive Attitude Reinforcement:** teachers should be encouraged and motivated through recognition, incentives, and supportive supervision to maintain a positive attitude towards the use of instructional materials as a means of improving instructional delivery and students' learning outcomes.

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