

Arabian Universities Graduate Islamic Studies Teachers and Secondary School Students' Academic Performance in Ilorin, Nigeria

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Abstract

Contributions of Arab countries to world civilisation, culture and education cannot be over emphasised. This can be linked to African students' admission to study various courses in their universities, especially Islamic Studies. In respect of this statement, this study therefore examined Arabian Countries Graduate Islamic Studies Teachers and secondary school students' academic performance in Ilorin, Nigeria. Purposive sampling technique was adopted to select forty-five (45) principals and one hundred and thirty-five (135) vice principals which totalled one hundred and eighty (180) respondents from all the seventy-seven (77) senior secondary schools in Ilorin, Nigeria. Three researcher-designed Questionnaires was used to collect relevant information from the respondents. Statistics of mean was used to answer all the three research questions. The findings revealed that medium of communication of Islamic Studies teachers who graduated from Arab countries and their teaching methods have significant impact on Islamic Studies secondary school students' performance in Ilorin, Nigeria. Based on the findings of the study, it was recommended that Ministry of Education and other educational stakeholders should organise regular English language refresher course for Islamic Studies teachers who graduated from Arab countries in order to improve their English language speaking, writing and reading skills.

Keywords: Arabian University Graduate; Islamic Studies Teachers; Students' Academic Performance.

Introduction

Scholars have registered notable numbers of submissions on the contributions of Arabs to the development of the modern world. This can be buttressed with the statement of Adeyemi (2016) that for many centuries ago, the contributions of Arabic as a language and Islam as a religion to world civilisation, culture and education is a great one. Also, Islam as a religion revived human pursuit of science, while the modern world achieved its present light and power through science, and with the instrumentality of the Arab. Adeyemi (2016) added that in the area of education, the Muslims contributed a lot to the compilation of great lexicons and philological learning in Islam in the ninth and tenth countries. Also, before the Western world thought of establishing higher institution of learning, the Muslims had already founded such institutions in places like Basra, Kufa, Baghdad, Timbuktu, Cairo and other places. These institutions started as religious schools but later transformed into universities.

At this juncture, it is worthy of note that Nigerians have been enjoying travelling to Arabia to study from time immemorial. Galadanchi (2008) stated that there was a hostel in Al-azhar University, Cairo, which was officially built for students from Borno and all Hausa states in Nigeria. Galadanchi (2008) found in this hostel, a file which contained the names of Borno and Hausa students who were admitted by Al- azhar University, Cairo in 1889-1890 academic session. In the same vein, Adekilekun (2018) stated that Mahd Ilorin Al-ddini Al-Azhari situated in Ilorin is the first Arabic school in the town that is affiliated to Al-azhar University, Cairo. The first set of this institution to gain scholarship into Al-azhar University was in 1963.

Another notable Arabic college that is affiliated to Arabian Universities is Muhyid-deen College of Arabic and Islamic Studies, Ilorin; it was founded in 1962 in Ilorin. The College initial name was Zumratul el Rahmat el Islamiyyah but later changed to Muhyid-Deen College of Arabic and Islamic Studies. The college gained affiliation to University of Kuwait in 1968 but failed to deploy its pioneer students to Kuwait that year due to financial constraint (Abdullahi, 2019). He explained further that two of its students were able to travel to Kuwait for university education in 1978, then, in the following year, nine students were given admission. With continuous effort of the management and staff, the institution is also affiliated to the University of Iraq, Islamic University in Madinah, King Sa'ud University, and University of Taibah, all in

Saudi Arabia. It is also affiliated to the Institute of Islamic Studies in Mauritania, College of Islamic Calling in Libya, among others (Abdullahi, 2019). Moreover, since affiliation of the college to the universities, numbers of its graduates had the opportunity to study in Arabia, through scholarship award (Abdullahi, 2019).

Dar el Kitab Was-Sunnah is another Ilorin – based Arabic and Islamic institute that is affiliated to Arabian universities. This institute was established in 1995 in Ilorin. The institution has produced over two hundred alumni from Al-azhar University, Cairo, over fifty students from universities in Saudi Arabia, three students from Qatar University. More than ten alumni of the institute have participated in workshops organized by the University of Kuwait (Gamawiy, 2019). Other Arabic and Islamic institutions in Ilorin affiliated to Arabia Universities include Al-mahd Al-Adabiy Al-Kamali, Foma Babalaje, Ilorin, Ma'shar Arabic institutes, Kuntu, Ilorin, Az- Zumratul Adabiyatul Kamaliya, Okekere, Ilorin. Many of these graduates of Arab country universities were employed to teach Arabic and Islamic Studies in government secondary schools in Ilorin, Nigeria.

As regards the roles and behavioural influence of teachers on students, Ogembo, Otanga and Yaki (2015) opined that, though, teachers are role models, they can be mimicked by students under certain circumstances; perhaps because of their behaviours in the class. This shows that the personality of the teacher matters in the course of teaching process. In this respect, Ogembo *et al.* (2015) further stated that the way teachers teach, behave or interact with students is as important as what they teach. Azram (2016) stated that teachers should master language communication of the subject and medium of communication of Arabian university graduate Islamic Studies teachers cannot be overemphasised for effective teaching and learning.

In the same vein, Olatunde (2009) argued that students who do well in a subject have more positive attitudes towards the subject, and those with more positive attitude tend to perform better. Olatunde (2009) added that teacher's method of teaching and his personality contribute largely to students' positive attitude; students' interest and personal effort in learning. Similarly, Abdullahi and Jimba (2018) submitted that qualified teachers do not limit themselves to using question and discussion methods only, they also need to be conversant with various teaching methods so as to be able to select appropriate one suitable for the topic at hand. He went further to say that using appropriate method to teach Islamic Studies is a major factor for effective and learning to be communicated.

However, teachers' qualification, as viewed by Ufonabasi and Friday (2014) as academic and professional qualifications that render a person a qualified and registered teacher at all levels of education. Teacher's certification status and degree in a particular field of specialisation are significantly and positively correlated with students' academic performance. Qualified teachers should be able to instil knowledge, skills in students to enable them become productive and useful in the society.

Moreover, it was stated in the Nigerian National Policy on Education that “no educational system can rise above the qualities of its teachers” (FRN, 2013). This implies that the success of any educational programme is predicated on the availability of professionally trained, committed, motivated, conscientious and efficient teachers and that teaching Islamic Studies requires qualified and competent teachers (Umar, 2006). Similarly, it is believed that students taught by qualified and experienced teachers do perform better than their counterparts taught by unqualified teachers and that a qualified teacher who wants to impart knowledge effectively should possess knowledge of the subject matter together with pedagogical knowledge (Gyallesu, 2016).

Statement of the Problem

It cannot be gain said that the aims of any curriculum may not be achieved if teachers as subset agents of curriculum implementation process are deficient in the language of instruction but possess deep knowledge of the curriculum content to be taught. It seems to be the case in some teachers of Islamic Studies, especially

those that studied in Arab countries. This is very typical of the teaching-learning process of Islamic studies in secondary schools in Ilorin, Nigeria. Thus, it might be a hindrance to the realisation of the objectives of senior secondary school Islamic Studies curriculum because Islamic Studies teachers' variables, especially knowledge of subject matter and teaching qualification matter in ensuring good performance of students. Hence, this research work intends to carry out study on Arabian Universities graduate Islamic Studies teachers and students' performance in senior secondary schools in Ilorin, Nigeria.

Purpose of the Study

The general purpose of this study is to examine the Arabian Universities graduate Islamic Studies teachers and students' academic performance in senior secondary schools in Ilorin, Nigeria.

Specifically, it finds out:

- (i) the medium of communication of Arabian universities graduates- Islamic Studies teachers and students' academic performance.
- (ii) the Arabian university graduates' Islamic Studies teachers' method of teaching and students' academic performance.
- (iii) the Arabian university graduates' Islamic Studies teachers' teaching commitment and students' academic performance.

Research Questions

Based on the stated purposes, this study answered the following research questions:

- (i) Does the medium of communication of Arabian university graduate Islamic Studies teachers have impact on the students' academic performance?
- (ii) Does teaching method of Arabian university graduate Islamic Studies teachers have impact on students' academic performance?
- (iii) Does teaching commitment of Arabian graduate Islamic Studies teachers have impact on the Students' academic performance?

Methodology

This study adopted descriptive survey of research design. The population of the study comprised all the seventy-seven principals and the two hundred and thirty-one vice principals in all the seventy-seven senior secondary schools in Ilorin, Nigeria. The target population were the seventy-seven principals and the two hundred and thirty- one vice principals in all the seventy-seven senior secondary schools in Ilorin, Nigeria. seventy-seven principals and the two thirty-one vice principals in all the seventy-seven senior secondary schools in Ilorin, Nigeria. Purposive sampling technique was adopted to select forty-five (45) principals and one hundred and thirty- five (135) vice principals which totalled one hundred and eighty (180) respondents from all the seventy-seven (77) senior secondary schools in Ilorin, Nigeria. A researcher-designed Questionnaire was used to collect relevant information from the respondents. The questionnaire is in three sections. Section A items were used to answer the research question1; Does the medium of communication of Arabian universities graduate Islamic Studies teachers have impact on the students' academic performance? Section B items were used to answer research question 2: Does the teaching method of Arabian universities graduate Islamic Studies teachers have impact on the students' academic performance? While section C items were used to answer research question 3: Does the teaching commitment of Arabian universities graduate Islamic Studies teachers have impact on students' academic performance? To ensure face and content validity of the instrument, the questionnaires were validated by experts in the Tests and Measurement. To ascertain the reliability of the instrument, pilot study was carried out among principals and vice principals who were not part of the main sample. A Test- retest method was employed within three weeks interval using Person's Product Moment Correlation Coefficient statistical tool. The coefficient of reliability was estimated at 0.81, which indicated that instrument was suitable for the study.

Results

Research Question 1: Does medium of communication of Arabian universities graduate-Islamic Studies teachers have impact on the students' academic performance?

Table 1: Arabian University Graduate Islamic Studies Teachers Medium of Communication and the Students' Academic Performance

S/N	Statement	A	D	(\bar{x})
1	Arabian university graduate teachers of Islamic Studies avoid topics of Islamic Studies that demand explanation in English Language	116 (64.4%)	64 (35.6%)	3.28
2	Arabian university graduate teachers of Islamic Studies teach only Arabic aspect of Islamic Studies	132 (73.3%)	48 (26.7%)	3.46
3	Arabian university graduate teachers of Islamic Studies teach Islamic Studies in Local language	96 (53.3%)	84 (46.2%)	3.06
4	Arabian university graduate teachers of Islamic Studies encourage reading Arabic aspect of Islamic Studies	172 (95.6%)	8 (4.4%)	3.91
5	Islamic Studies students do not communicate with teachers of Islamic Studies in English Language	76 (42.2%)	104 (57.8%)	2.84
	Grand Mean			3.31

Source: Fieldwork (2019)

Table 1 indicates that 116 respondents representing 64.4% agreed that Arabian university graduate teachers of Islamic Studies avoid topics of Islamic Studies that demand explanation in English Language, while the remaining respondents disagreed with the statement. Also, 96 respondents representing 53.3% agreed that Arabian university graduate teachers of Islamic Studies teach Islamic Studies in Local language, while 84 respondents representing 46.2% disagreed with the statement. Moreso, 76 respondents representing 42.2% agreed that Islamic Studies students do not communicate with graduate teachers of Islamic Studies in English Language. The cumulative overall means score of 3.31 of the respondents which is above the benchmark of 2.50 clearly shows that medium of communication of Arabian university graduates Islamic Studies teachers have impact on the performance of Islamic Studies students in senior secondary schools in Ilorin, Nigeria.

Research Question 2: Does the teaching method of Arabian universities graduate Islamic Studies teachers have impact on the students' academic performance?

Table 2: Arabian University Graduate Islamic Studies Teachers' Teaching Method and the Students' Academic Performance

S/N	Statement	A	D	(\bar{x})
1	University graduate teachers of Islamic Studies method of teaching is teacher Arabian -student centre approach	172 (95.6%)	8 (4.4%)	3.91
2	Arabian university graduate teachers of Islamic Studies method of teaching is teacher centre approach	112 (62.2%)	68 (37.8%)	3.24
3	Arabian university graduate teachers of Islamic Studies methods of teaching is student centre approach	116 (64.4%)	64 (35.6%)	3.28
4	Arabian university graduate teachers of Islamic Studies use multiple methods of teaching	76 (42.2%)	104 (57.8%)	2.84
5	Arabian university graduate teachers of Islamic Studies use excursion method of teaching	52 (28.9%)	128 (71.1%)	2.57

Grand Mean

3.17

Source: Fieldwork (2019)

Table 2 indicates that 172 respondents representing 95.6% agreed that Arabian university graduate teachers of Islamic Studies method of teaching is teacher-student centre approach, while the remaining respondents disagreed with the statement. Also, 116 respondents representing 64.4% agreed that Arabian university graduate teachers of Islamic Studies method of teaching is student centre approach, while 64 respondents representing 35.6% disagreed with the statement. Also, 52 respondents representing 28.9% agreed that Arabian university graduate teachers of Islamic Studies use excursion method of teaching. The overall means score of 3.17 of the respondents which is above the benchmark of 2.50 clearly shows that teaching method of Arabian university graduate Islamic Studies teachers have impact on the Students' academic performance in senior secondary schools in Ilorin, Nigeria.

Research Question 3: Does teaching commitment of Arabian graduate Islamic Studies teachers have impact on the students' academic performance?

Table 3: Arabian University Graduate Islamic Studies Teachers Teaching Commitment and the Students' Academic Performance

S/N	Statement	A	D	(\bar{x})
1	Arabian university graduate teachers of Islamic Studies are punctual in schools	136 (75.6%)	44 (24.4%)	3.51
2	Arabian university graduate teachers of Islamic Studies attend classes	152 (84.4%)	28 (15.6%)	3.68
3	Arabian university graduate teachers of Islamic Studies teach relevant Islamic Studies topics	148 (82.2%)	32 (17.8%)	3.64
4	Arabian university graduate teachers of Islamic Studies participate in school Islamic activities	142 (80%)	38 (20%)	3.60
5	Arabian university graduate teachers of Islamic Studies have good relationship with school authorities	140 (77.8%)	40 (22.2%)	2.55
Grand Mean				3.39

Source: Fieldwork (2019)

Table 3 shows that 136 respondents representing 75.6% agreed that Arabian university graduate teachers of Islamic Studies are punctual in schools, while the remaining respondents disagreed with the statement. Also, 148 respondents representing 82.2% agreed that Arabian university graduate teachers of Islamic Studies teach relevant Islamic Studies topics, while 32 respondents representing 17.8% disagreed with the statement. Moreso, 140 respondents representing 77.8% agreed that Arabian university graduate teachers of Islamic Studies have good relationship with school authorities. The cumulative overall means score of 3.39 of the respondents which is above the benchmark of 2.50 clearly shows that teaching commitment of Arabian university graduate Islamic Studies teachers have impact on the students' academic performance in senior secondary schools in Ilorin, Nigeria.

Discussion of Results

Based on the results of the findings, it was found that medium of communication of Arabian university graduate Islamic Studies teachers has impact on the students' academic performance in senior secondary schools in Ilorin, Nigeria. This finding confirmed the statement of Azram (2016) that teachers should master language communication of the subject and medium of communication of Arabian university graduate

Islamic Studies teachers cannot be overemphasised for effective teaching and learning. It was revealed among others that teaching method of Arabian university graduate Islamic Studies teachers have impact on the students' academic performance in senior secondary schools in Ilorin, Nigeria. This finding is in line with the findings of Abdullahi and Jimba (2018) that qualified teachers do not limit themselves to using question and discussion methods only, they also need to be conversant with various teaching methods so as to be able to select appropriate one suitable for the topic at hand. He went further to say that using appropriate method to teach Islamic Studies is a major factor for effective and learning to be communicated. Also, the summary on the Table 3 shows that teaching commitment of Arabian university graduate Islamic Studies teachers have impact on the students' academic performance in senior secondary schools in Ilorin, Nigeria. This finding tallied the findings of Gyallesu (2016) that teaching commitment of Islamic Studies teachers cannot be overemphasised for a sound academic performance of students to be enhanced.

Conclusions

Based on the findings of this study, it was concluded that Arabian university graduate-teachers of Islamic Studies avoid topics of Islamic Studies that demand explanation in English Language and dodge their mastering language communication defiance by teaching in Local language. Also, university graduate teachers of Islamic Studies method of teaching is teacher -student centre approach. Moreso, Arabian university graduate-teachers of Islamic Studies attend classes and teach relevant Islamic Studies topics.

Recommendations

From the findings and conclusion of this study, the following recommendations are made:

- (i) Ministry of Education and other educational stakeholders should organise regular English language refresher course for Islamic Studies teachers who graduated from Arab countries in order to improve their English language speaking, writing and reading skills.
- (ii) Arabian university graduate Islamic Studies teachers should be allowed to attend Seminars, conferences and workshops on mastering of English language communication skills in order to improve on effective dissemination of information.
- (iii) Arabian university graduate Islamic Studies teachers should make use of available instructional resources to aid the teaching method in order to enhance a sound academic performance of students.
- (iv) Government should provide a conducive learning environment and ensure good welfare for Arabian university graduate Islamic Studies teachers so that they would be more committed and be ready to discharge their duties effectively.

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