



3

Ilorin Journal of Education

ISSN: 0189-6636

VOLUME 38 JUNE, 2019

Ilorin Journal of Education, Vol. 38 June, 2019

ILORIN JOURNAL OF EDUCATION

ISSN: 0189-6636

VOLUME 38 JUNE, 2019

EDITORIAL TEAM

Editor-in-Chief

Professor Medinat Folorunsho Salman
Dean, Faculty of Education, University of Ilorin

Managing Editor

Prof. Abdulrazaq Olayinka Oniye
Faculty of Education, University of Ilorin

Associate Editor

Soetan Kofo A. (Ph.D.),
Faculty of Education, University of Ilorin

Internal Editorial Board Members

Professor A. A. Sanusi	Department of Health Promotion and Environmental Health Education, University of Ilorin
Odebode A.A. (Ph.D.),	Department of Counsellor Education, University of Ilorin
Akanbi, A.O. (Ph.D.),	Department of Science Education, University of Ilorin
Adeniyi F. O. (Ph.D.),	Department of Arts Education, University of Ilorin
Bello, M.B. (Ph.D.),	Department of Social Science Education, University of Ilorin
Dominic L. Olufunmilola (Ph.D.),	Department of Human Kinetics Education, University of Ilorin
Falade, A.A. (Ph.D.),	Department of Educational Technology, University of Ilorin
Ola-Alani, K. Eniola (Ph.D.),	Department of Adult and Primary Education, University of Ilorin.
Omosidi, A. (Ph.D.),	Department of Educational Management, University of Ilorin.
Secretary	
Mohammed A. Shuaib (Ph.D.)	Faculty of Education, University of Ilorin.

Consulting Editors

Professor Ugur Demiray,

Faculty of Communication Sciences,
Anadolu University, Eskisehir, Turkey

Professor N. Balasurubramanian,
Charles Isitoa Juwah,

Bharathiar University, Coimbatore, India
The Robert Gordon University, Schoolhill,
Aberdeen

Review Board

Gulsun Kurubacak (Ph.D.),

College of Open Education, Anadolu
University, Eskisehir, Turkey

Ali Fawaz Sahreef (Ph.D.),

Maldives College of Higher Education,
Male Maldives

Ezendu Ariwa,

London Metropolitan University, Business
School, London, UK

Satyadhyan R. Chicherur,

Sonal College of Technology, Salem India

TABLE OF CONTENTS

Welcome to IJE	ii
Instruction to Contributors	iii
Editorial Team	vi
Table of Contents	viii
Investing in Guidance and Counselling Services for Quality Secondary School Education in Nigeria Rev Fr Dr Jude J Obianu	1-20
Impact of Environmental Education and Sustainable Development Goals OLAWUNI Abiodun Olufemi & OLADELE Jumoke Iyabode	21-32
Academic Stressors and Coping Strategies of Adult Learners in National Teachers' Institute, Nigeria Dr. John O. Okunlola & Prof. Mary O. Esere	33-45
Perceived Needs for Health Education Program for the Elderly People in Bida Local Government Area, Niger State AbdulRaheem, Adijat Mojisola	46-53
Teachers Perception of Principals' Leadership Styles on Value Reorientation for Sustainable National Development Ohamobi, Ifunanya Nkechi (Ph.D.) & Rev. Fr. W.N. Ofojebe (Ph.D.)	54-62
An Assessment of the Effectiveness of Lift above Poverty Organization (LAPO) Training Programmes for Poverty Alleviation in Edo South Senatorial District Caroline Olomukoro (Ph.D.) & Helen O. Akperi	63-74
Influence of Teenage Pregnancy on Academic Performance as Perceived by Female Secondary Schools Student In Ganmo, Kwara State Olubiyi S.K.; Ibraheem M.A.; Okesina F.A.; Onifade J.; Okesina B. & Malomo S. O.	75-86
An Appraisal of Childcare Delivery Services in Ilorin South Local Government Area, Kwara State Rachael Ojima AGARRY, Ph.D. & Tijani Ayiola AHMED	87-96

Consequences of Drug Abuse Among Youths: Views of Teachers in Ogbomoso North, Oyo State Dr. Aminat Adeola Odebode	97-106
Crisis of Poor Academic Performance in Secondary Schools and its Nexus with Instructional Materials in Kwara State, Nigeria Amin Amin; Raji Shittu; Abdulrahim Halimat Amin & Geetto Aishat Aromoke	107-123
Teachers' Knowledge of Reflective Practices in Childhood Education in Kwara State Olabisi ADEDIGBA, PhD	124-135
Assessment of Undergraduate Teacher-Trainees' Attitude towards Entrepreneurship Education in University of Ilorin, Ilorin, Nigeria OLOKOOBA Issa Nasiru & BALOGUN Abdurasaq Olatunji	136-148
Perception of Teachers on Academic Performance of Primary Pupils in Islamic Studies in Kwara Central Senatorial District Aliyu, Yunus (Ph.D.) & Ahmad Tijani, Surajudeen (Ph.D.)	149-157

PERCEPTION OF TEACHERS ON ACADEMIC PERFORMANCE OF PRIMARY PUPILS IN ISLAMIC STUDIES IN KWARA CENTRAL SENATORIAL DISTRICT

Aliyu, Yunus (Ph.D.)

Department of Arts Education,
Faculty of Education, University of Ilorin, Nigeria
Email: mugadamyunus@gmail.com

Ahmad Tijani, Surajudeen (Ph.D.)

Department of Curriculum Studies,
Faculty of Education, Sokoto State University,
Sokoto State, Nigeria
E-Mail: sirajudeen_20@yahoo.com

Abstract

Primary school is the foundation of Education through which pupils acquire knowledge, values, and skills. This study primarily has examined the performance of pupils in Islamic Studies in selected primary schools based on the perception of Islamic Studies teachers. Survey research design was adopted for this study. The population of this study comprised selected primary schools in Kwara Central Senatorial District. The sample consisted of 92 teachers of Islamic Studies from Kwara central Senatorial District. Questionnaire was used as an instrument for data collection while experts' opinions in measurement and evaluation were used to ensure face and content validity after a series of corrections. Test-retest method was used to determine the reliability coefficient at the level of 0.81. For data analysis, Statistical Package for Social Science version 23.0 was used. The results of this study showed that there is no significant difference between teachers' perception and academic performance of primary pupils in Islamic Studies. It is further indicated that Islamic Studies teachers' perception also positively correlates with academic performance of pupils in Islamic Studies based on gender and qualification. It is recommended that moral values should be cultivated by Islamic Studies teachers for primary school pupils in order to deliver particular content to their learners.

Keywords: *Perception of Teachers, Academic Performance and Islamic Studies*

Introduction

Primary school had been in existence before the era of colonialism. It starts at the age of 6 years for the Nigerian children (NPE, 2012). It is further stated that primary school education has played a crucial role in the Nigerian system of education. Similarly, it is the starting point of the educational system in Nigeria where pupils acquire the fundamental skills that will help them in moving to the next stage of their education as spelt out by National Policy on Education (NPE, 2012). Not only that, the Nigerian system of education was 6-3-3-4 before the new system of basic education was introduced in 2006 where every

Perception of Teachers on Academic Performance of Primary Pupils in Islamic Studies

child spends nine years in both primary and junior secondary school. Various subjects including Islamic Studies are incorporated into primary school. Islamic studies in primary school is linked to formal education where good moral value is being cultivated as one of the aims and objectives of teaching Islamic Studies in primary schools.

However, knowledge, skills and value are essential to be cultivated in such a way that pupils are expected to acquire from the teachers as literature expounds (Anwar, 2016). It is further pointed out that vocational training in practical aspect is important for the learners to be taught while they are in school. Skelton (2002) posited that learners perform positively when they have been taught by both male and female teachers. According to Francis, Skelton, Carrington, Hutchings, Read, & Hall, (2008) the abilities of the individual teacher to teach in the classroom is more paramount than gender.

It is further established that gender in content delivery is not essential in improving student academic performance in school. In addition, Hussain, Ali, Ramzan and Qudeer (211) found out that female teachers have satisfied with their profession and showed passion to their teaching activities. Saban (2003) declared that learners taught by females educators and experienced instructors performed greatly than students taught by males and less experienced teachers.

Islam has discussed the importance of knowledge acquisition to all mankind. According to Jamilah, Azmi, Mohd Rani, Osman, Ismail, & Nasri, (2014) pointed out that sources of knowledge are the Al Quran and Hadith which are essential for the learners to be taught. Thalib (2018) expounded that Sharia is established with the Quran and Sunnah and it comprises of three components namely, aqidah, fiqh, and akhlaq. It is further discussed that fiqh is just a branch of sharia. It is further asserted by researchers such as Jamilah et al (2014) and Thalib (2018) that Al Quran, Hadith, aqidah, fiqh, and akhlaq are the components of Islamic Studies which learners are expected to be taught by the teachers.

Similarly, Islamic Studies should be taught in practical way especially by cultivating essential traits such as humility, modesty, integrity, patience, steadfastness and fairness among others. The harmonization of practical aspect into teaching and learning of Islamic Studies in primary school can enhance academic performance of learners where teachers play important role in this regard. This has been buttressed by the finding of Whittle, Telford and Benson (2018) that teachers are the most crucial instrument in school that influence learners' academic performance. Cruickshank and Haefele (2001) posited that efficiency of teacher is connected with pupils' attainment and it is used by learners to measure the quality of teachers.

In addition, Elder, Lytle, Sallis, Young, Steckler, Simons-Morton, Lohman (2007) asserted that with respect to the pedagogical approach which teachers adopt in classroom, learners can be assisted to gain skills, and knowledge. It is further affirmed that Pupils in primary school are expected to learn different skills through the teachers such as swimming, archery and computer skills which is a difficult part of the curriculum (Eider *et al.* 2007).

Furthermore, Horsley (2012) affirmed that performance of learners can be ascribed to teacher's effectiveness. Adeniyi (2002) asserted that the quality of the educational system is determined by the teachers' quality. It is further pointed out that the National Policy on

Education (2004) supported that the quality of teachers can make effective content delivery in the classroom (Adeniyi, 2002). Slater, Davies and Burgess (2012) figured out that age, gender, years of experience and level of qualification as determinants or predictors of pupils' achievement. However, it is confirmed that these afore mentioned factors do not predict teacher's effectiveness. Nevertheless, demonstration method in classroom and use of learner-centered approach could foster pupils' academic performance in different subjects (Opdensakker & Van Damme, 2006).

invariably, it can be used to enhance pupils' performance in Islamic Studies; however, the facilitating role of teachers could not be trivialized. In this regard, Ward (2013) asserted that teacher is expected to control and manage the classroom effectively. It is further explained that organization of classroom, planning and implementing instruction, monitoring learners' progress and identifying pupils' potentials are associated with teachers' qualities. Konings (2014) explained that success of learners goes along with classroom social environment. However, Islamic studies could be viewed from two perceptive namely: conventional and traditional point of view. First, the conventional point of view described Islamic studies as a pitch of academic research that is also meant for those who are studying Islam as a religion and civilization. Second, it is also explained from traditional perspective as a parasol for religious disciplines such as Islamic theology, jurisprudence and Islamic history etc. learnt by the scholars.

Meanwhile, Islamic studies is one of the religious studies subjects learned in Nigerian primary and post primary schools as well as at the university levels for years (Busari, 2016). It is further pointed out that obstacles of teaching and learning the subject are linked to interest, parental and teachers' factors. Therefore, the aims of this study is to examine the teachers' perception on pupils' academic performance in Islamic Studies based on the gender, qualification and teaching experience in selected primary school of Kwara Central Senatorial District. This study addressees the following research questions and hypotheses;

Research Questions

1. What are the differences in the performance of pupils and teachers' perception in Islamic studies in selected primary schools based on gender?
2. Is there any significant difference between teachers' perception and pupils' academic performance in Islamic studies in selected primary school based on qualifications?
3. What are the differences in the performance of pupils and teachers' perception in Islamic studies in selected primary school based on teaching experience?

Research Hypotheses

- H₀₁: There is no significant difference between teachers' perception and pupils' academic performance in Islamic studies in selected primary school based on gender

Perception of Teachers on Academic Performance of Primary Pupils in Islamic Studies

- Ho2. Teachers' perception does not correlate with the pupils' academic performance in Islamic studies in selected primary school based on qualifications
- Ho3. There is no significant difference between teachers' perception and academic performance of pupils in Islamic Studies in selected primary schools based on teaching experience

Method

This part presents the methodology of the paper. Creswell (2005) established the importance of data analysis in an empirical research. Cross-sectional design is used because it is convenient, quick, easy and cost effective in gathering data from the respondents at particular period for the particular time. The design used in this paper was cross-sectional design. This design is considered appropriate because it makes it possible to gain basic insights about occurrence of phenomena, situations, problems, attitudes or issues about this study. The population comprises primary school Islamic Studies teachers in Kwara Central Senatorial District which in turn comprises Ilorin West, Ilorin East, Ilorin South and Asa Local Government.

Whereas, multiple stage sampling was used in this study to select required sample. First, the Raosoft sample size calculator was used to select total of 189 schools out of the total number of 371 primary school in Kwara Central Senatorial District. Second, schools were used to also select in this study. Thirty (30) schools were selected from Ilorin West, Thirty one (31) schools were selected from Ilorin East, and forty four (44) were selected from Ilorin South while eighty four (84) schools were selected from Asa Local Government. The below table shows how the first stage and second stage of this sample were selected.

Table Shown the Population and the Sample Size

Kwara central senatorial District	Stratified random technique
Ilorin West	$60 \div 371 \times 189 = 30$
Ilorin East	$61 \div 371 \times 189 = 31$
Ilorin South	$86 \div 371 \times 189 = 44$
Asa	$164 \div 371 \times 189 = 84$
	189

Source: Kwara State Primary Education

Additionally, the above table expounds that 50% was used to select the Islamic Studies teachers from each Local Government that constitutes Kwara Central Senatorial District which is in line with sample size formula of Mbokane (2009) and Mugo (2010). Therefore, 92 Islamic Studies teachers were selected from the sample size of 189 schools as explained by literature as 50%. (Mbokane, 2009; Mugo, 2010).

Meanwhile, 15 Islamic Studies teachers from Ilorin West, 15 teachers from Ilorin East, 22 teachers from Ilorin South and 42 teachers were selected from Asa Local Government respectively to make a total number of 92 Islamic Studies teachers in Kwara

Central Senatorial District. The main instrument used to collect data for this study was a researchers-designed questionnaire that sought information on the Perception of Teachers on Academic Performance of Pupils in Islamic Studies in Primary Schools, Kwara Central Senatorial District. The researchers also used questionnaire with a four-point Likert scale as follows: 4= Strongly Agree (SA), 3= Agree (A), 2= Disagree (D) and 1= Strongly Disagree (SD). The validity of instrument was obtained after the series of corrections by three measurement and evaluation experts. For the reliability of an instrument, a test-retest was conducted for the questionnaire and the results of reliability coefficient of 0.81 were obtained. Furthermore, hypothesis one was analyzed with t-test while hypotheses two and three were analyzed with the One-way Analysis of Variance (ANOVA) at Alpha level of 0.05.

Findings of the Study

This part presents the findings of the study. In order to test the hypothesis one, the responses of the respondents on the questionnaire based on gender were collated.

Ho1: There is no significant difference between male and female teachers' perception on pupils' academic performance in Islamic Studies in selected primary school based on gender

An independent sample t-test was conducted in order to compare the perception of male and female Islamic teachers based on academic performance of pupils in Islamic studies in primary school. Based on the data output, it was shown that the t-value generated 2.43 with P-value $0.000 < 0.05$. Since the P-value (0.000) is less than the level of significant (0.05), the null hypothesis one is rejected. Thus, this indicates that there was a significant difference between male and female teachers' perception on pupils' academic performance in Islamic studies in selected primary school. Table 1 shows t-test between male and female teachers' perception on pupils' academic performance in Islamic Studies.

Table 1: t-test analysis of the difference between teachers' perception and pupils' academic performance in Islamic Studies in selected primary school based on gender

Gender	N	Mean	Std. Diviation	t-.value	Sig. (2-tailed)	Df
Male	55	63.41	2.85	2.43	0.000	92
Female	40	62.32	2.40			

$p > 0.05$

Ho2: Teachers' perception does not correlate with the pupils' academic performance in Islamic Studies in selected primary school based on qualifications

Perception of Teachers on Academic Performance of Primary Pupils in Islamic Studies

Table 2 shows that the calculated f-Value is 50.46 with calculated alpha of 0.000 computed at critical level of 0.05. Since the calculated alpha of 0.000 is less than the critical alpha level of 0.05, the hypothesis was hereby rejected. This shows that there was a significant correlation in the performance of primary school pupils in Islamic studies based on the educational qualification of the teachers. Table 2 shows ANOVA analysis between teachers' perception and pupils' academic performance.

Table 2: ANOVA analysis between teachers' perception and pupils' academic performance in Islamic Studies in selected primary school based on teacher qualification

	Sum of Square	Df	Mean Square	F-value	Sig.	Decision
Between group	264.731	5	11.220	50.46	.000	
Within group	2132.037	90	10.210			
Total	2396.768	95				

Ho3: There is no significant difference between perception of teachers and academic performance of pupils in Islamic Studies in selected primary school based on teaching experience

Table 3 shows that the calculated f-Value is 52.76 with calculated alpha of 0.000 computed at critical level of 0.05. Since the calculated alpha of 0.000 is less than the critical alpha level of 0.05, the hypothesis was hereby rejected. This shows that there was a significant difference between perception of teachers and academic performance of pupils in Islamic Studies in selected primary school based on teaching experience. Table 3 shows ANOVA analysis between teachers' perception and pupils' academic performance in Islamic Studies.

Table 3: ANOVA analysis between teachers' perception and pupils' academic performance in Islamic Studies in selected primary school based on teacher teaching experience

	Sum of Square	Df	Mean Square	F-value	Sig.	Decision
Between group	278.841	5	14.110	52.76	.000	
Within group	3242.137	90	13.251			
Total	3520.978	95				

Discussion of Findings

The major finding of hypothesis one is that there was a significant difference in the perception of male and female Islamic Studies teachers and academic performance of pupils in Islamic studies in primary schools. The hypothesis one also indicated that females Islamic Studies' teachers perceived academic performance of their pupils positively than males teachers. This finding also agree with Hussain, Ali, Ramzan and Qudeer (211) who revealed that females teachers have satisfied with their profession. It is further submitted that females teachers showed commitment to their teaching activities. This finding also in line with the Saban (2003) who averred that learners taught by females educators and experienced instructors performed positively than students taught by males and less experienced teachers.

Furthermore, the finding from hypothesis two reveal that there was significant relationship between perception of teachers and academic performance of pupils in Islamic Studies in primary school based on teacher qualification. However, teachers believe that pupils' poor academic performance is related to teachers' qualification because academic attainment of teachers is one of yardstick to measure learners' performance. This finding agrees with study by Adeniyi (2002) who emphasized that the quality of the educational system is determined by the teachers' quality. It is further elaborated that the National Policy on Education (2004) maintained that the quality and qualification of teachers can make effective content delivery in the classroom activities. It is also similar to Horsley (2012) who confirmed that performance of pupils is positively attributed to the teacher qualification.

The outcome from hypothesis three shows that there was statistical difference between perception of teachers and academic performance of pupils in Islamic Studies in primary school based on teaching experience. This is related to the findings of Slater, Davies and Burgess (2012) identified that year of experience and level of qualification of teachers determined learners' achievement. This study also corroborated the outcome of Ewetan and Ewetan (2015) who posited that teacher year of teaching experience, academic attainment and teacher initiative programme are connected to pupils' performance.

Conclusion

The results of this study showed that there was a significant difference between teachers' perception and academic performance of primary pupils in Islamic Studies. It is further indicated that Islamic Studies teachers' perception also positively correlates with academic performance of pupils in Islamic Studies based on gender and qualification. It is further elaborated that experience and gender of teachers are related to teaching activities.

Recommendations

It is essential for the teaching of Islamic Studies to foster knowledge, skills and values among primary pupils. Therefore, the following recommendations were made:

1. Moral value should be cultivated by Islamic Studies teachers for primary school pupils in order to deliver curriculum content to their learners.

Perception of Teachers on Academic Performance of Primary Pupils in Islamic Studies

2. Skills subject such as Swimming, Archery, and Computer skill should be integrated into the primary school curriculum for the primary school pupils in order to prepare them for the practical or psychomotor skills challenges.

References

- Adeniyi, A. (2002). Teacher Quality and Quantity as Correlates of Secondary School Students' Academic Performance in Ogun State, Nigeria. *Nigerian Journal of Guidance and Counseling, University of Ilorin*:8(1) pg. 98111.
- Cruickshank, D. R., & Haefele, D. (2001). Good teachers, plural. *Educational Leadership*, 58(5), 26-30
- Elder, J. P., Lytle, L., Sallis, J. F., Young, D. R., Steckler, A., Simons-Morton, D., Lohman, T. (2007). A description of the social-ecological framework used in the trial of activity for Adolescent girls (TAAG). *Health Education Research*, 22(2), 155-165.
- Ewetan, T. O. & Ewetan, O.O. (2015). Teachers' teaching experience and academic performance in Mathematics and English Language in public secondary school in Ogun state, Nigeria. *International Journal of Humanities Social Science and Education (IJHSSE)*. 2,2, 123-134.
- Federal Republic of Nigeria (2004). National Policy on Education. (Revised Edition). Lagos: Federal Ministry of Education.
- Federal Republic of Nigeria (2012). *National Policy on Education* (4th Ed.) Lagos: NERCDC
- Francis, B., Skelton, C., Carrington, B., Hutchings, M., Read, B., & Hall, I. (2008). A perfect Match? Pupils' and teachers' views of the impact of matching educators and learners by Gender. *Research Papers in Education*, 23(1), 21-36.
- Horsley, J. (2012). Teacher catalysts: Characteristics of teachers who facilitate high academic Success *Australasian Journal of Gifted Education*, 21(1), 23-31.
- Hussain, S., Ali, R., Khan, M.S., Ramzan, M., & Qadeer, M.Z. (2011). Attitude of scholarly school teachers towards teaching profession. *International Journal of Academic Research*, 3, 1, 985-990.
- Jamaludin, J., Azmi, A. N., Mohd Rani, D., Osman, A., Ismail, N., & Nasri, N. M. (2014). Integration of Islamic input in medical curriculum-Universiti Sains Islam Malaysia (USIM) experience. *International Medical Medical Journal*, 13(2), 73-77.
- Muhammad, B. J. Problems and Prospects of Teaching and Learning Islamic Studies in Primary and Post-Primary Schools in Nigeria: An Overview.
- Opdenakker, M. C., & Van Damme, J. (2006). Teacher characteristics and teaching styles as Effectiveness enhancing factors of classroom practice. *Teaching and Teacher Education*, 22(1), 121.
- Saban, A. (2003). A Turkish profile of prospective elementary school teachers and their views of teaching. *Teaching and Teacher Education*, 19,8,829. Doi:10.1016/j.tate.2003.03.

- Slater, H., Davies, N. M., & Burgess, S. (2012). Do Teachers Matter? Measuring the Variation in Teacher Effectiveness in England. *Oxford Bulletin of Economics and Statistics*, 74(5), 629-645. <https://doi.org/10.1111/j.1468-0084.2011.00666.x>
- Skelton, C. (2002). The feminisation of schooling or re-masculinising primary education? [1]. *International Studies in Sociology of Education*, 12(1), 77-96.
- Thalib, P. (2018). Distinction of Characteristics Sharia And Fiqh on Islamic Law. *Yuridika*, 33(3), 438-451.
- Whittle, R. J., Telford, A., & Benson, A. C. (2018). Teacher's Perceptions of how they Influence Student Academic Performance in VCE Physical Education. *Australian Journal of Teacher Education*, 43(2)