

## **AN ASSESSMENT OF TEACHING METHODS USED IN TEACHING SENIOR SECONDARY SCHOOL ISLAMIC STUDIES IN MISAU ZONE EDUCATION OFFICE OF BAUCHI STATE.**

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### **Abstract**

*The study is a typical survey which assesses the teaching methods used in teaching Senior Secondary School Islamic studies in Misau Zone Education Office, (MZEO), of Bauchi state. Thirty six teachers were randomly selected from the fifteen Senior Secondary Schools of the zone. The objectives of the study are to assess the teaching methods mostly employed by the teachers and students' participation in the teaching/learning process. A self designed Islamic Studies Methodology Classroom Observation Checklist, (ISMCO), was used to gather data for the study and simple percentage was used to analyze the data collected. The findings indicate that presentation method which comprises lecture method and storytelling was the mostly employed teaching method by the teachers and there was low level of students' active participation in the teaching/learning process. Even though the study unveils that there is good student-teacher relationship and the teachers do allow their students to ask questions. Based on the findings, the study recommends that there is need for serious training and re-training of teachers in form of in-service, seminars, workshops on how to select and employ different teaching methods and the teachers should be inviting students' active participation through soliciting their students inputs; adequate reinforcement of their responses; giving group classwork, group assignment, encouraging and inviting the students for classroom discussions.*

**Keywords:** *Assessment, teaching methods/strategies, Senior Secondary School, (SSS), Islamic studies, active participation.*

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### **Introduction**

Methods and teaching strategies employed by teachers of any subject assumed a very significant stake. This is because effective and efficient implementation of any curriculum substantially depend on teaching methods employed by its implementers, i.e, teachers. The methods and teaching strategies employed by Islamic studies teachers in the SSS is

worth assessing considering the fact that Emeh et al (2011) posit that the current teaching methods employed in secondary schools in Nigeria are grossly inadequate and are more of teachers – centred. In the same vein, Suprayetno et al (2011) posit that Islamic studies teachers have difficulty in identifying other appropriate teaching strategies of Islamic studies. Moreover, Olatubosun & Tanimowo (2013) suggest that Islamic studies teachers should vary their methodologies of teaching.

### **Statement of the Problem**

Teaching methods are of immense importance to effective and efficient implementation of Senior Secondary School, (SSS), Islamic studies curriculum. This is to say that, if really the aim and objectives of teaching/learning the subject as presumed by the curriculum need to be attained, then there is need to assess the teaching methods employed by the teachers.

### **Objectives of the study**

This study was set to achieve the following objectives:

1. To assess the teaching methods mostly employed by SSS Islamic studies teachers.
2. To assess students' active participation in teaching/learning process.

### **Research Questions**

For the study to achieve its objectives, the following research questions were formulated:

- 1- What methods do SSS Islamic Studies teachers mostly employ in their teaching?
- 2- Are the students actively participating in the teaching/learning process?

### **Review of the related literature**

Kizlik (2012) upholds that teaching methods and instructions mean the same thing. They are primarily descriptions of the learning objective-oriented activities and flow of information between teachers and students. National Teachers' Institute, NTI (2007) views teaching methods as strategies, techniques or systems used by the teacher in piloting the pupils to learn.

### **Type of Teaching Methods**

As forwarded by NTI (2007), the 3rd edition of the National Commission for Colleges of Education, (NCCE), Minimum Standards gives the following categories of instructional methods:

(a)-Distinction based on degree of Teacher and Student/Pupil Activity. Type I: Teacher Centered Methods (e.g. Lecture, Story Telling, Demonstration Methods, e.t.c. Type II:

Student-Centered or Pupil- Centered Method (e.g. Project Method (Individual/Group), Discovery Method (Individual/Group), Inquiry (Individual/Group), Discussion Method, Play Methods, etc.

(b)-Differentiation based on degree of Individual student/Pupil or Group Involvement.  
Type III: Group Instructional Methods (e.g. Story Telling, Lecture, Demonstration, Discussion.

Type IV: Individualized Instructional Techniques (e.g. Question and Answer Method, Tutorial, Programmed Instruction, Computer-Assisted-Instruction, etc.

(c)-Distinction based on length of existence or degree of recency.

Type V: Conventional/Traditional Methods (e.g. Story Telling, Lecture, Discovery, Project, Demonstration Methods etc.

Type VI: Innovative or New Strategies (e.g. Programmed Instruction, Computer-Assisted Instruction, Discussion, Inquiry Method, etc.

## **Methodology**

### **Population and Sampling Procedure**

The population of this study comprises all the 15 Senior Secondary Schools in Misau Zone Education Office, (MZEO), including both public and private, boarding and day, co and mixed secondary schools. There were a total of 40 Senior Secondary Schools Islamic studies teachers in the zone. Going by Krejcie and Morgans' table of determining sample size, 36 teachers were randomly selected.

### **Data Collection Instrument**

A self designed Islamic Studies Methodology Classroom Observation Checklist (ISMCO) was used for data collection on teaching methods mostly employed by SSS Islamic studies teachers and the level of students' active participation in the teaching/learning process

### **Validity of the Research Instrument**

The instrument used by the researcher was scrutinized for face and content validity by experts in curriculum studies and test and measurement. The instrument, therefore, has face and content validity.

### **Reliability of the Instrument**

Test-retest reliability procedure was used to establish the reliability of the instrument. Spearman Rank Order Correlation (Rho) was used to establish the reliability of coefficient of the testing instrument were by the result indicates that  $Rho = 0.7$

### **Data Collection Procedure**

For the purpose of the study, the researcher got permission by the schools' Principals under study. After getting permission, the researcher went ahead to the teachers in their respective classes for observation. The schools' Principals, V.P I & II, and Islamic studies' Head of Department where engaged as research assistant where necessary.

## Data Analyses

The Data Analyses Procedure (DAP) used for this study is frequency count and simple percentage because the study is a typical survey. The data collected are presented and analyzed according to the research questions as shown below

### Research Question One:

**What methods do SSS Islamic Studies teachers mostly employ in their teaching?**

**Table 1**

Variables	YES		NO		TOTAL f	
	Freq.	Perc.%	Freq.	Perc.%	Total f	
Inquiry method	0	0%	36	100%	36	100%
Presentation Method	20	55%	16	45%	36	100%
Demonstr. Method	10	28%	26	72%	36	100%
Memorizat. Method	6	17%	30	83%	36	100%
Discussion Method	0	0%	0	0%	36	100%
Que&Ans Method	0	0%	0	0%	36	100%
Group Learning	0	0%	0	0%	36	100%
Play & Simulation	0	0%	0	0%	36	100%
Field Work	0	0%	0	0%	36	100%

The analysis in table 1 above indicates that throughout the survey none of the teachers was found employing inquiry, discussion, Question & Answer methods, Group learning, Play & Simulation and field work. Going by data collected and analyzed, it is then deduced that these teaching methods were not utilized by SSS Islamic studies teachers. Furthermore, the table unveils that

20(55%) of the teachers were seen employing presentation method while 16(45%) of the teachers were not employing the method. It is therefore inferred that the teachers were utilizing presentation method. Likewise, the table uncovers that 10(28%) of the teachers were observed making use of demonstration method while the bulk of 26(72%) of the teachers were not seen utilizing the method. Going by this, it is deduced that SSS Islamic studies teachers were not employing demonstration method. Similarly, 6(17%) of the teachers were observed employing memorization method while 30(83%) of the teachers were not observed employing the method as such it is inferred that the teachers did not make use of the method.

### Research Question Two

**Are the students actively participating in the teaching/learning process?**

**Table 2**

Variables %	YES		NO		TOTAL f	TOTAL
	Freq.	Perc.%	Freq.	Perc.%	Total f	Total%
There is good student-teacher relationship 100%	22	61%	14	39%	36	
Does the teacher Solicit students' input? 100%	5	14%	31	86%	36	
Does the teacher invite classroom discussion? 100%	2	6%	34	94%	36	
Do students ask questions? 100%	21	58%	15	42%	36	
Does the teacher re-inforce students responses adequately? 100%	14	39%	22	61%	36	
Does the teacher give group assignment? 100%	0	0%	36	100%	36	

Table 3 above shows that 22(61%) of the teachers have good student-teacher relationship while on the other hand, 14(39%) of the teachers did not have good student-teacher relationship. By this finding, it is then inferred that there is good student-teacher relationship in teaching/learning of SSS Islamic studies. Only 5(14%) of the teachers solicit students inputs in their teaching and 31(86%) of the teachers did not solicit students inputs in their lesson as such it is then deducted that SSS Islamic studies teachers do not solicit students' inputs in their lessons. The data collected indicates that only 2(6%) of the teachers were observed inviting students for class room discussions in their lessons while the bulk of 34(94%) of the teachers were not seen inviting students for classroom discussion. Therefore, it is deducted that SSS Islamic studies teachers did not invite their students for discussion. Of the total respondents, 21(58%) of the teachers permit their students to ask questions while on the other hand, 15(42%) of the teachers did not permit their students to ask questions. Going by this, it is then inferred that the teachers allow their students to ask questions. Furthermore, the data unveils that 14(39%) of the teachers reinforced their students' responses adequately whereas 22(61%) of the teachers were not seen reinforcing their students' responses adequately. At this point therefore, it is then inferred that the teachers do not reinforce their students' responses adequately. Then lastly, throughout the survey none of the SSS Islamic studies teachers was found giving group assignment or group class work as such it is then deducted that

SSS Islamic studies teachers do not give group assignment or group class work to their students.

### **Discussions of the Findings**

After analyzing the data collected, the findings of this study reveal that presentation strategies which include lecture method and or story telling is the most regularly employed teaching strategies by the SSS Islamic studies teachers. Demonstration method and memorization methods were not regularly employed by the teachers while inquiry method, discussion method, question and answer method, group learning, play and simulation and field work strategies were totally neglected by the SSS Islamic studies teachers. Going by this, it is clear that the teachers mostly employ teacher-centered methods because presentation strategies are typical examples of teacher-centered methods. The teachers were not able to use learner-centered methods because the findings vividly indicate that none of the teachers throughout the survey was found employing inquiry method, discussion method, Question and Answer method, group learning, play and simulation and field work strategies which are typical examples of learner-centered methods. It is strongly believed that majority of the SSS Islamic studies teachers may not know the learner-centered methods, and even if they knew, they may not be effectively employing them due to their qualification and professional inadequacies as indicated by Olatubosun and Tanimowo (2013) which point out that government has not been posting enough qualified and professional Islamic studies teachers to many schools. At this juncture therefore, the finding of this study is in congruent with the opinion of Suprayetno (2011) which posits that Islamic studies teachers have difficulty in identifying other appropriate teaching strategies of Islamic studies. Similarly, Emeh et al (2011) posit that the current teaching methods employed in secondary schools in Nigeria are grossly inadequate and are more of teachers – centered.

The finding also indicates that the level of students' active participation in teaching learning process is very low. The data shows that the teachers did not solicit students input and they do not invite and encourage their students for classroom discussion; and the teachers do not give group assignment or group class work and also they do not reinforce their students' responses adequately. Lack of these ingredients are very crucial to students' active participation in teaching/learning process because presence of these ingredients will naturally and automatically trigger and transform the teaching/learning process interactive.

### **Conclusion**

Based on the data collected, analyzed and discussed, it is therefore concluded that presentation methods which are teacher-centered are the mostly employed teaching methods by the teachers and the level of students' active participation in teaching/learning process is very low.

### **Recommendations**

Based on the findings of this study, the following recommendations are made for appropriate selection of teaching methods:

1. There is need for serious training and re-training of teachers in form of in-service, seminars, workshops on how to select and employ different teaching methods.
2. Teachers should be inviting students' active participation through soliciting students inputs; adequate reinforcement of students responses; giving group assignment, group class work, encouraging and inviting students for classroom discussions.

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