

Comparative Analysis of the Curriculum Implementation of Islamic Studies in Public and Private Senior Secondary Schools in Zaria Educational Zone, Kaduna State- Nigeria

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ABSTRACT

This paper aimed at comparative analysis of the curriculum implementation of Islamic studies in public and private senior secondary schools in Zaria educational zone, Kaduna state- Nigeria. The research design used was a descriptive survey. The population consisted of 108 Islamic studies teachers in both public and private secondary schools in Kaduna state. The sample size for the study was 86 teachers drawn using simple random sampling technique. The instrument used for data collection was a structured questionnaire. The reliability of the instrument was found to be 0.941. The data collected was analyzed using the Statistical Package for the Social Sciences IBM 20. The descriptive statistics were used to answer research questions while t-test inferential statistics was used to test the hypotheses at 0.05 alpha level. The finding of the study revealed that no significant difference between private and public schools in terms of curriculum content used in teaching Islamic Studies in Secondary schools ($t = 1.12, p = 0.264$). No significant difference between private and public schools in terms of quality and quantity of teachers employed in teaching Islamic studies ($t = 1.242, p = 0.562$) and also no significant difference between private and public schools in terms of methods used for teaching Islamic studies ($t = 1.76, p = 0.43$). It was recommended among others that: both curriculum contents and the methodology used in teaching Islamic studies in private and public schools should be harmonized and well supervised.

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INTRODUCTION

Secondary education according to National Policy on Education (2014), is the education children receive after primary education and before the tertiary stage. The general objectives of secondary education should be to prepare the individual: for a useful life in society; and higher education.

To achieve the goals of secondary education, Islamic studies has been identified as one of the subjects taught. The high school Islamic studies curriculum outlines four broad goals that must be achieved at the end of the implementation. According to Sheikh and Ali (2019) it aims to: prepare students spiritually,

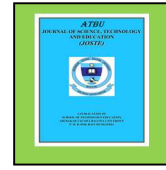
morally, socially and intellectually for his role as a Muslim in the world he enters; Give him an idea of the broad vision of Islam, both past and present; Help him to continue his Islamic studies, formally and otherwise, throughout his life as the Prophet (S.A.W) said, "Seek knowledge from the cradle to the grave"; and enable him to properly perform all his religious duties. The well-defined goals of secondary education cannot be achieved if all issues related to the implementation of the secondary education curriculum are not directly addressed. Curriculum can be seen as a planned programme of learning (programme of studies, programme of activities and programme of guidance), a proposal or statement of intent, which

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has a time frame for its implementation and evaluation designed purposely for the all-round development of the (target) learners. It is the roadmap in education delivery in which syllabus, scheme of work; unit plan and lesson plan are derived (Sangoleye and Akaraonye, 2019).

The word implementation connotes operationalization of a well-articulated and well intentioned ideas packed as theory. Hence, to implement is to put to action packed ideas or theories into reality. Implementation simply implies the process of putting an agreed plan, decision, proposal, idea or policy into effect. It is the bedrock of any plan success or failure. It is the moving force of any plan without which a plan is only good wish or intention. Curriculum implementation means making the learners interact with planned learning opportunities for learning (Sangoleye, Adedapo & Olajo, 2021). Curriculum implementation in secondary schools includes providing resources to help develop effective and supportive learning experiences, funding, teacher qualifications, etc. The following questions are at stake: how to provide these resources? To what extent are existing tools used for effective implementation at the secondary level? We also have the participation of teachers in decision-making and curriculum implementation; teachers are deliberately neglected in making important decisions related to education and their welfare. There are other issues related to the implementation of the curriculum in the secondary school, which include; sufficiently qualified teachers; funding or funding of the education system; application of information and communication technology; only a few mention the motivation of teachers.

Private and public secondary schools in Kaduna State implement and have one curriculum in the same education system. Private schools, which are considered independent schools or non-public schools, are not run by a local, state or national government, but have the right to choose their own students. Although public schools are also considered public schools and generally refer to any primary or secondary school authorized by the government or provided to all children by the government, whether state, local

or regional civil administration and paid for in whole or in part by the government. The term can also refer to post-secondary educational institutions. Therefore, the study seeks to compare the teaching and learning of Islamic Studies to highlight similarities and differences and provide possible disciplines to guide the implementation of Islamic Studies curricula in public and private secondary schools in Kaduna State.

Problem Statement

The implementation of the Islamic Education curriculum at the secondary level in both private and public schools in Kaduna State is in a uniform format, the curriculum design includes; the content, curriculum, methodology and assessment processes are equal and applied at the same grade level. In all curriculum planning, goal setting, also known as the selection or formulation of purpose, goals and objectives, is the first and crucial step on which all other steps depend (International Schooling, 2019). The Islamic Studies curriculum was implemented at the same level of activities both private and also in public schools and using the same methodology, because it deals with the same learning difficulty and without the prejudice of a different implementation.

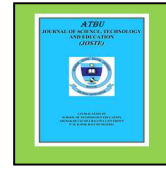
Unfortunately, it can be said that the implementation of the Islamic studies curriculum in Kaduna National High School is deficient in the sense that the educational programs have not been conducted at different levels. This is in line with the opinion of Mandukwini (2016) that the problems stem from poor capacitation of teachers in successfully implementing the curriculum, periods that are not sufficient to cover expected hours, curriculum and curriculum content not covered, and classrooms are overcrowded, where students meet in individual classes, sitting on bare floors in some public schools, but not like in the private schools. In addition, the question of the existence of standard textbooks that guide teachers to develop unified work through a curriculum guide is not important. Rather, the teacher is given a free hand or ordered to use any textbook when dealing with the case, even if it

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does not match the content of the study and curriculum. However, all the curriculum content is planned and one curriculum was under control. Teachers found that there are some differences between public and private schools in the implementation of high school curricula, in some cases private schools use content or books that do not correspond to the content of the prescribed curriculum.

In Kaduna State, the Educational Research Center (ERC) has introduced a uniform curriculum and scheme of work. In all subjects, including Islamic studies, a uniform curriculum was developed based on the curriculum of the Educational Research and Development Center (NERDC). The question, therefore, is to what extent private and public schools in Kaduna State use such a curriculum. Isiaku (2008) identified the basis of the particular research problem, he added that; "Respect from the state and at the national level through government inspection of private school management regulations and the educational policy of the owner could encourage the implementation of Islamic education curriculum in secondary schools.

Objectives of the Study:

The study sought to achieve the following objectives:

- To compare the Islamic studies curriculum used in both the public and private senior secondary schools in Kaduna state.
- To determine whether difference exist between the teachers' quality and quantity employed to teach Islamic studies in the public and private secondary schools in Kaduna state.
- To assess the methods used for teaching Islamic studies the in public and private schools in Kaduna state.

Research Questions

The following questions were raised to guide this study:

- How different is the Islamic studies curriculum content used in the public and private senior secondary schools in Kaduna state?

- What are the difference in the quality and quantity of teachers employed to teach Islamic studies in the public and private senior secondary schools in Kaduna state?
- What are the methods used for teaching Islamic studies in the public and private senior secondary schools in Kaduna state?

Hypotheses

The following hypotheses were formulated for the study:

- Ho₁: There is no significant difference in the curriculum content used in the public and private senior secondary schools.
- Ho₂: There is no significant difference between the quality and quantity of teachers employed to teach Islamic studies in the public and private schools in Kaduna state.
- Ho₃: There is no significant difference in the methods used by the public and private schools for the teaching of Islamic studies.

METHODOLOGY

The descriptive survey research design was employed for the study. This design was used and selected because the study has to do with a comparative study of the implementation of Islamic studies curriculum in public and private secondary schools in Kaduna state. This was based on the assertions of Bara'u (2009), who stressed that descriptive survey research in education provides information on facts, opinions, and attitudes of individuals on educational events, problems, and large population.

Population of the study was one hundred and eighty two (182) secondary schools both public and private in Zaria educational zone. Fifty seven (57) sampled senior secondary schools were selected, which comprise of both public and private senior secondary schools. One hundred and eight (108) teachers were used spread across fifty seven (57) public and private schools in the zone, and from both male and female teachers in the study area. Fifty seven (57) schools were selected from one hundred and eighty two (182) public and private senior secondary schools, through cluster sampling, twenty seven (27) public senior secondary schools



and thirty (30) private senior secondary schools, making fifty seven (57) schools in the educational zone. They were chosen because it is a descriptive survey design which depends on the selected sample for obtaining necessary information. The study took a simple random sampling of local government areas and educational zones in the state, then a random sampling of senior secondary schools in the selected local government and educational zone. The researcher wrote the names of all the twelve (12) educational zones in the state followed by the list of senior secondary schools under each zone in a separate sheet of papers, the selection however took into cognizance the types and location of the school, the researcher then folded the papers and picked two out of the 12 zones in the state which were used in conducting the research.

From the sampled population of one hundred and eight (108) teachers, eighty six (86) were selected for the study; this is in line with Krejcie and Morgan (1971) in Kabir, (2016) who

recommend eighty six (86) for the population of 110. This is also applicable to the target population of the study as fifty eight (58) teachers from public schools while fifty (50) teachers from private schools were sampled.

A validated instrument with Reliability coefficient of 0.941 namely questionnaire and observation schedules guided data collection. This study made use of number of statistical procedures, which were used in data analysis and interpretations. The statistical package for social sciences (SPSS) 20th edition was used with the aid of independent t-test statistics to carry out the analysis and interpret the results of the expected findings which could go in line with the stated research questions and hypothesis.

RESULTS

Research Question 1: How different is the Islamic studies curriculum content used in the public and private senior secondary schools in Kaduna state?

Table 1: Descriptive statistics on differences in the curriculum content used in public and private secondary schools in Zaria educational zone, Kaduna state

Type of sch.	N	Mean	Std. dev
Private	40	29.7500	5.16274
Public	44	30.0101	2.62691

To answer this research question, the above table shows that no difference in terms of the curriculum content used in public and private senior secondary schools. The calculated mean perception on the curriculum content used in teaching Islamic studies in secondary schools were 29.7500 and 30.0101 by private and public school respectively, implying that they both have

almost the same level of perception regarding the curriculum content used in teaching Islamic studies in secondary schools.

Research Question Two: What are the difference in the quality and quantity of teachers employed to teach Islamic studies in the public and private senior secondary schools in Kaduna state?

Table 2: Descriptive statistics on difference between the public and private schools in terms of quality and quantity of teachers employed to teach Islamic studies

Type of sch.	No	Mean	Std. dev
Private	40	30.1250	8.6629
Public	44	31.750	3.9035

Table 2 shows no difference between public and private schools in terms of quality and quantity of teachers employed to teach Islamic

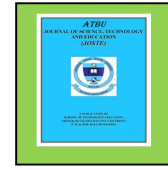
studies. Calculated mean perception on the quality and quantity of teachers employed in teaching Islamic studies were 30.1250 and

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31.7500 by private and public school respectively, implying that they both had almost the same level of perception regarding the quality and quantity of teachers employed in teaching Islamic studies.

Research Question 3: What are the methods used for teaching Islamic studies in the public and private senior secondary schools in Kaduna state?

Table 3: Descriptive statistics on difference between public and private schools in terms of methods used for teaching Islamic studies

Type of sch.	N	Mean	Std. dev
Private	40	27.3750	8.9662
Public	44	31.5227	4.1286

Table 3 revealed that the calculated mean perception on the methods used for teaching Islamic studies were 27.3750 and 31.3409. This shows that both public school and private school respondents had almost the same

level of perception regarding the methods used for teaching Islamic studies.

Hypotheses Testing

Hypothesis One: There is no significant difference in the curriculum content used in the public and private senior secondary schools.

Table 4: Independent t test statistics difference between the public and private schools in terms of curriculum content used in teaching Islamic Studies

Type of school	N	Mean	Std.dev	Std.err	df	T calculated	t critical	Sig (p)
Private	40	29.75	5.16	.81	82	1.12	1.96	0.264
Public	44	30.01	2.62	.39				

Results from table 4 on independent t-test statistics showed that there is no significant difference between private and public schools in terms of curriculum content used in teaching Islamic Studies in Secondary schools. Reason being the fact that the calculated p value of 0.264 is higher than the 0.05 level of significance while the calculated t value of 1.242 is lower than the 1.96 critical t value at df 82. Their calculated mean perception on the curricular content used in teaching Islamic Studies in Secondary schools were 29.7500 and 30.0101 by private and public school respondents respectively, implying that

they both have almost the same level of perception regarding the curriculum content used in teaching Islamic Studies in Secondary schools. Therefore, the null hypothesis which state that there is no significant difference in the curriculum content used in the public and private senior secondary schools is hereby accepted and retained.

Hypothesis Two: There is no significant difference between the quality and quantity of teachers employed to teach Islamic studies in the public and private schools in Kaduna state.

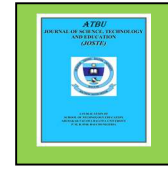
Table 5: Independent t test statistics difference between the public and private schools in terms of quality and quantity of teachers employed in teaching Islamic studies

Type of school	N	Mean	Std.dev	Std.err	df	T calculated	t critical	Sig (p)
Private	40	30.125	8.662	1.369	82	1.242	1.96	0.562
Public	44	31.750	3.9303	2.592				

Table 5 showed that there is no significant difference between private and public

schools in terms of quality and quantity of teachers employed in teaching Islamic studies. Reason

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being the fact that the calculated p value of 0.562 is higher than the 0.05 level of significance while the calculated t value of 1.242 is lower than the 1.96 critical t value at df 82. Their calculated mean perception on the quality and quantity of teachers employed in teaching Islamic studies were 30.1250 and 31.7500 by private and public school respondents respectively, implying that they both had almost the same level of perception regarding the quality and quantity of teachers employed in teaching Islamic studies. Therefore, the null

hypothesis which state that there is no significant difference between the quality and quantity of teachers employed to teach Islamic studies in the public and private schools in Kaduna state is hereby accepted and retained.

Hypothesis Three: There is no significant difference between the public and private schools in terms of methods used for teaching Islamic studies.

Table 6: Independent t test statistics difference between the public and private schools in terms of methods used for teaching Islamic studies

Type of school	N	Mean	Std.dev	Std.err	df	T calculated	t critical	Sig (p)
Private	40	27.37	8.96	1.41	82	1.76	1.96	0.43
Public	44	31.52	4.12	.62				

Table 6 showed that there is no significant difference between private and public schools in terms of methods used for teaching Islamic studies. Reason being the fact that the calculated p value of 0.432 is higher than the 0.05 level of significance while the calculated t value of 1.764 is lower than the 1.96 critical t value at df 82. The calculated mean perceptions of the methods used for teaching Islamic studies were 27.3750 and 31.5227 and 31.3409. This shows that both public school and private school respondents had almost the same level of perception regarding the methods used for teaching Islamic studies. Therefore, the null hypothesis which stated that there is no significant difference between private and public schools respondents in their perception on methods used for teaching Islamic studies is hereby rejected.

DISCUSSION OF FINDINGS

Finding number of one revealed that there is no significant difference between private and public schools in terms of curriculum content used in teaching Islamic Studies in Secondary schools. Implying that both schools have almost the same level of perception regarding the curriculum content used in teaching Islamic Studies in Secondary schools. This finding portrayed the view of Ajidabga, (2005) who

include principles of validity, relevance, suitability, utility and variety, on how curriculum content of Islamic studies should be used in secondary schools. Although, there have been complaints over the problems faced by teachers and students in implementation of the senior secondary school Islamic studies curriculum in secondary schools, but attention has not been directed to content of the package since its inception.

Finding number two also revealed that there is no significant difference between private and public schools in terms of quality and quantity of teachers employed in teaching Islamic studies. Implying that both schools have almost the same level of perception regarding the quality and quantity of teachers employed in teaching Islamic studies. This finding is in line with the view of Mohd Sani in Usaid (2006) who attributed the problem of unqualified teachers in secondary schools to some Islamic bodies who introduced programmes that one can get diplomas in few months. This is really devastating because most of our Islamic studies teachers are far away from the knowledge of Islamic studies.

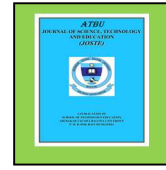
The finding number three revealed that there is no significant difference between private and public schools in terms of methods used for teaching Islamic studies. This shows that both public school and private school respondents had

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almost the same level of perception regarding the methods used for teaching Islamic studies. This finding agrees with that of Fafunwa (1974) who lamented that the same methods are used in teaching Islamic studies, these methods include: lecture method, discussion method, discovery method, kuttab method, demonstration method, Al-Ghazali method, problem solving method (simple ijihad), group method and memorization method.

CONCLUSION

Islamic studies curriculum implementation at both private and public senior secondary school level could be said to be halfly done, as the curriculum content was not uniformly provided by government in both schools. Also, the quality and quantity of teachers is not sufficient and traditional methods are used in teaching Islamic studies.

DECLARATION

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