

Teachers' Evaluation of Upper Basic Schools Islamic Studies Curriculum in Osun West Senatorial District, Nigeria

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ABSTRACT

This study was geared towards evaluating the Upper Basic Schools (UBS) Islamic Studies Curriculum in Osun West Senatorial District, Nigeria. Purposive sampling was adopted in selecting 234 Islamic studies teachers in all the 319 public and private upper basic schools in the district. The questionnaire was employed for the purpose of collecting relevant information from the respondents. The data collected were analysed using descriptive and Inferential statistics, and one-way Analysis of Variance (ANOVA). The findings of the study showed that the objectives of the Upper Basic Schools Islamic Studies curriculum are clearly stated; the resources for implementing the Upper Basic Schools Islamic Studies curriculum are not adequate; the delivery adopted by the Upper Basic Schools Islamic Studies teachers are not suitable; there is significant difference in the views of male and female teachers on the suitability of the UBS Islamic Studies curriculum; and there is significant difference in the views of the qualified and unqualified teachers on the suitability of the curriculum. The study recommended among others that the government should regularly review the upper basic school curriculum to effectively cater for the weaknesses in the curriculum; the government should ensure that instructional resources for teaching Islamic Studies in schools are provided in upper basic schools and monitoring team should be constituted to ensure effective use of the resources by the teachers while teaching the subject, and the teaching method adopted by Islamic Studies teachers should be reviewed and improved upon so that effective teaching and learning can take place.

Keywords: Curriculum; Islamic Studies; Teachers; Upper Basic School; Evaluation

INTRODUCTION

Education is the total process of human learning by which knowledge is cultivated, faculties trained, and skills developed. It is a total way by which a nation presents, develops, and transmits her values to her generations. Education is the bedrock for the development of any nation. It is considered as an instrument par excellence for achieving national development. It is rather unfortunate that the secondary school students' performance in public examinations, particularly in English language, Mathematics, and other subjects such as Islamic Studies are not encouraging (Oloyede, 2012; WAEC, 2015). Secondary schools do not only occupy a strategic place in the Nigerian educational system, they are also the link between the basic and the tertiary levels of education. Ashikhia (2010) posited that education at the secondary school level is supposed to be the bedrock and the foundation for higher education.

For any positive change in behaviour because of teaching and learning (knowledge), lesson plan/note, scheme of work and curriculum in use should be evaluated in order to know if the objectives are achieved or not, so that appropriate measures and action can be taken. To determine the effectiveness of a curriculum, it is necessary to evaluate it (Sulaiman (2017). Evaluation involves the systematic assessment of educational activities. Educational evaluation is the process of characterizing and appraising some aspects of an educational process, which includes instructional programmes, school initiatives and educational goals. It is a continuously reviewed by professional activities that individual educators need to undertake and learning that one endeavors to facilitate in educational process.

Evaluation involves data collection and analysis, using quantitative methods, which can help educators or researchers to determine the success of their works or programmes and then pinpoint efforts to improve both students' achievement and school systems to identify the characteristics of a successful programme. Evaluation is a process of making value judgment based on information or data collected from measurement (Sulaiman, 2017). Evaluation is also the process of making judgments that are to be used as a basis for planning. It is focused on the whole child in his/her environment. Evaluation is the collection, analysis, and interpretation of information about any aspect of an educational programme or training as part of a recognized process of judging its effectiveness, its efficiency, and any other outcomes it may have (Sulaiman, 2017). Evaluation is the act, process or outcome of appraising or assessing something and expressing an opinion on its quality, quantity or worth (Abiri, 2007). The result of such appraisal or judgment could be expressed in various degrees of such qualitative terms as plenty or scanty, high, or low, strong or weak, satisfactory or unsatisfactory, pleasant or unpleasant, valuable or worthless, successful or unsuccessful, and so on. In a nutshell, evaluation serves as an instrument for checks and balances in human endeavour (Ishaq, 2016).

Oladosu (2014) maintained that curriculum is so basic and crucial to the teaching and learning processes so that any attempt to bypass it will result in a phenomenal disaster. The term Curriculum is a Latin word whose etymology stems from 'Curere' which connotes, among other meanings, "a running course". In the Latin usage of the word, it is translated into "A Race Course" signifying the distance which must be covered in order to arrive at a specific target or goal. Moreso, the term is considered as a morass of concepts used without due consideration, a result of many

varied definitions ascribed to it (Olorundare, 1997). In Tyler's (1949) opinion, curriculum is all the students' learning planned and directed by the school so as to attain its educational goals. Also, Wheeler (1980) defined the concept as the planned experiences offered to the learner under the guidance of the school.

In the evaluation and implementation of the curriculum, the roles teachers play are quite indispensable. No wonder the Federal Government of Nigeria (2013) in National Policy on Education states that no nation can rise above the standard of its teachers. Among the roles played by the teacher is to evaluate the comprehensiveness, consistency, learnability, suitability, and validity of instructional objectives (Ishaq, 2016). These can be effectively carried out based on some characteristics of teachers which include: qualification\specialization, experience, gender, and school type.

The minimum qualification for teaching in the upper basic schools in Nigeria is the Nigeria Certificate in Education (NCE) as stated in the 2013 National Policy on Education. Apart from qualification, the area of specialization is very important to enable an effective implementation of the curriculum. This implies that an Islamic Studies teacher in the upper Basic Level must possess the required knowledge of Islamic Studies in addition to other combined subjects (NCCE, 2002). This study regards a teacher with NCE (Islamic Studies specialisation) as a qualified teacher to implement the Islamic Studies curriculum at the Upper Basic level.

The more the teacher practices his specialization, the more his experience would be. Experience, has been said, is the best teacher. It is a dynamic exercise which involves continuous practicing of one's professional career over a period of time. This is also applicable to the act of teaching, which requires constant practice that leads to improvement of teacher. It also provides an avenue for updating and upgrading teacher skills and knowledge. Thus, it enables them to identify the problems and needs of learners which will enhance the implementation of the curriculum (Ajidagba, 2002 and Ishaq, 2016).

Gender is a variable which cannot be undermined in effective teaching. Its characteristics have a notable impact on students' academic performance. For instance, Ishaq (2009) and Abdulhamid (2014) averred that female teachers seem to have natural tolerance and caring which promotes good teacher-learner relationships in the classroom. As a result of these, learners' interests on the subject are aroused, and thus enhance their academic performance. This could probably since they are free with female teachers more than male teachers.

Regarding school types, several studies have been carried out in that regard. Among them is Ajayi (1999) who revealed that school type had significant difference in students' level of performance. In this regard, Okunloye (2001) revealed that most of private schools are well-equipped with adequate infrastructures, and human and material resources. Conversely, another study carried out by Ishaq (2009) observed that teachers in public schools were professionally trained to teach the subject they handle. Adigun's (2010) study revealed that although there is no significant difference in the level of student's performance based on school type, the difference was found through the influence of family background or the learner's immediate society.

STATEMENT OF THE PROBLEM

The teaching of the subject, therefore, depends largely on the effect of various curriculum contents and activities that are based on appropriate methodological and pedagogical approaches to

effective instruction which are found to be a major problem in Islamic Studies in secondary schools. It seems that teachers were found to dominate the lessons, with little or no provision of learners' active participation. Also, it is not clear if the instructional materials used in teaching and learning Islamic Studies were outdated. Some teachers often complain of the poor nature and inadequacy of these vital instructional tools that negate the full implementation of Islamic Studies curriculum contents in schools.

Many studies have been carried out on the evaluation of the Islamic Studies curriculum and other subject areas. For instance, Abdulrasaq, Ibrahim and Adebayo (2012) evaluated the implementation of the educational reform in Kwara State, Nigeria. The results of the study revealed that the organizational set-up, textbooks, and procedure for the selection of the curriculum and teachers were quite appropriate. Instructional materials and utilisation of human and material resources were moderately appropriate. Space and furniture for teaching were adjudged inadequate. Also, Ajidagba (2002) conducted an evaluation on the National Senior Secondary School Islamic Studies Curriculum in Nigeria. His findings revealed that the evaluation guide of the Senior secondary school Islamic studies Curriculum was worthwhile and there was significant difference between the qualified and unqualified teachers' assessment of the Senior secondary school Islamic Curriculum. In the same vein, Ishaq (2016) focused on the teachers' evaluation of the Senior Secondary Arabic Curriculum in Kwara State, Nigeria. His findings revealed that there was a significant difference between the experienced and less experienced teachers' assessment of the Arabic curriculum. However, to the best knowledge of these researchers, there is little or no previous study that has delved into the evaluation of the Upper Basic School Islamic Studies in the locale of the present study.

Purpose of the Study

The main purpose of the study was to evaluate the Upper Basic Schools (UBS) Islamic Studies Curriculum in Osun West Senatorial District, Osun State. Using the Context, Input, Process and Product (CIPP) model of evaluation. Specifically, it would evaluate:

- (a) Appropriateness of the stated objectives;
- (b) Adequacy of the resources
- (c) Suitability of the delivery methods
- (d) The differences in the views of male and female teachers on the suitability of the curriculum
- (e) The differences in the views of the qualified and unqualified teachers on the suitability of the curriculum
- (f) The differences in the views of the very experienced, experienced and less experienced teachers on the suitability of the curriculum
- (g) The differences in the views of public and private school teachers on the suitability of the curriculum
- (h) The differences in the performances of students in Islamic studies in public and private schools

Research Questions

This study provided answers to the following research questions:

1. Are the objectives of the UBS Islamic Studies curriculum appropriate?
2. Are the resources for implementing the UBS Islamic Studies curriculum adequate?
3. Are the delivery methods adopted by the UBS Islamic Studies teachers suitable?
4. Will teachers' views on suitability of the curriculum differ on the bases of school type, gender, qualification and experience?
5. Is there any difference in the public and private students' level of academic performance?

Research hypotheses

Based on the research questions, the following hypotheses were formulated and tested for this study:

Ho₁: No significant difference exists in the public and private school students' level of academic performance in UBS Islamic Studies curriculum.

Ho₂: There is no significant difference in the views of male and female teachers on the suitability of the UBS Islamic Studies curriculum.

Ho₃: No difference exists in the views of the qualified and unqualified teachers on the suitability of the curriculum

Ho₄: There is no significant difference in the views of very experienced, experienced and less experienced teachers on the suitability of the UBS Islamic Studies curriculum.

Ho₅: No significant difference in the views of the public and private school teachers on the suitability of UBS Islamic Studies curriculum.

Ho₆: No significant difference exists in the public and private school students' level of academic performance in UBS Islamic Studies curriculum.

METHODOLOGY

This study employed a descriptive design of a survey type. The study population was all the teachers of the three hundred and nineteen (319) public and private Upper Basic Schools in Osun West Senatorial District. The target population was all the 234 Islamic Studies teachers in all the 319 public and private Upper Basic Schools located in the district. There are 10 Local Government Areas in Osun West Senatorial District, 132 public upper basic schools and 187 private upper basic schools with a total number of 319 public and private upper basic schools in the district. The purposive sampling technique was used to select all the 125 public upper basic schools' Islamic studies teachers and 109 private upper basic schools' Islamic studies teachers, equalled to 234 Islamic Studies teachers available in the district and this constituted the study sample.

An Instrument tagged Questionnaire on Teachers' Evaluation of the Upper Basic School Islamic Studies Curriculum (QTEOUBSISC) eliciting the opinions of Islamic Studies teachers on the effectiveness of the UBS Islamic Studies curriculum in Osun West Senatorial District was used for data collection. Demographic characteristics of the respondents (Islamic Studies teachers) and

research question One, Two and Three was described, using the simple percentage, and frequency count, while research questions Four and five which have corresponding hypotheses were tested using inferential statistics. Hypotheses One, Two, Four and Five was tested using the t-test statistic while Hypothesis Three was tested, using one-way Analysis of Variance (ANOVA) all at 0.05.

Data Analysis and Results

The analyses were guided by the research questions and hypotheses formulated for the study.

Research Question One: Are the objectives of the UBS Islamic Studies curriculum appropriate?

TABLE 1: Appropriateness of the Objective of the Upper Basic School Islamic Studies Curriculum

| S/N | Items | Score Range | Frequency | Percentage |
|-----|----------------------|-------------|------------|-------------|
| 1 | Very Appropriate | 21 – 24 | 80 | 34.2% |
| 2 | Appropriate | 16 – 20 | 100 | 42.7% |
| 3 | Fairly appropriate | 11 – 15 | 30 | 12.8% |
| 4 | Not Appropriate | 6 – 10 | 24 | 10.3% |
| | Total Average | | 234 | 100% |

Table 1 shows that out of 234 teachers sampled, 80 (34.2 %) of them attested that the objectives were very appropriate, 100 (42.7%) of the sampled teachers affirmed that the objectives were appropriate, 30 (12.8%) indicated that the objectives were appropriate while 24 (10.3%) submitted that the objectives were not appropriate. Thus, most of the participants affirmed that the objectives of the UBS Islamic Studies curriculum were appropriate.

Research Question Two: Are the resources for implementing the Upper Basic Schools Islamic Studies curriculum adequate?

TABLE 2: Adequacy of Resources for Implementing the Upper Basic Schools Islamic Studies Curriculum

| S/N | Items | Mean | S.D | Remark |
|-----|--|------|------|-----------------|
| 1 | Board (Black or white) | 3.50 | 0.94 | Adequate |
| 2 | Real objects (Huffas, Quran, Kettle, water etc.) | 3.10 | 0.70 | Adequate |
| 3 | Textbook | 3.25 | 0.89 | Adequate |
| 4 | Android phone | 2.05 | 0.84 | Fairly Adequate |
| 5 | Slide projector | 1.20 | 1.10 | Not Adequate |
| 6 | Tape recorder | 1.15 | 0.99 | Not Adequate |

| | | | | |
|----|-----------|------|------|--------------|
| 7 | Wall maps | 0.90 | 0.75 | Not Adequate |
| 8 | Computer | 1.00 | 1.15 | Not Adequate |
| 9 | Charts | 0.97 | 0.45 | Not Adequate |
| 10 | Picture | 3.22 | 0.82 | Adequate |

Table 2 shows whether the resources of the Upper Basic Schools Islamic Studies curriculum are adequate. board, real objects and textbooks were resources that are adequate for the implementation of Upper Basic Schools Islamic Studies curriculum. While Android phone was fairly adequate. Also, slide projectors, tape recorder, wall maps, computers, and charts were not adequate for the implementation of Upper Basic Schools Islamic Studies curriculum. Thus, the majority of the participants submitted that the resources for the implementation of the Upper Basic Schools Islamic Studies curriculum are not adequate.

Research Question Three: Are the delivery techniques adopted by the Upper Basic Schools Islamic Studies teachers suitable?

TABLE 3: Suitability of the Delivery Techniques Adopted by the Upper Basic Schools Islamic Studies Teachers

| S/N | Techniques | X | SD | Rank | Remark |
|-----|------------------------------------|------|-----|-----------------|--------------|
| 1 | Small Group Work Method | 2.82 | .49 | 5 th | Occasionally |
| 2 | Discussion Method | 3.96 | .45 | 1 st | Always |
| 3 | Questioning Method | 3.75 | .78 | 2 nd | Always |
| 4 | Role Play Method | 2.10 | .58 | 6 th | Occasionally |
| 5 | Share Teaching and Learning Method | 3.71 | .47 | 3 rd | Always |
| 6 | Demonstration Method | 2.74 | .38 | 7 th | Occasionally |
| 7 | Field Trip Method | 2.50 | .31 | 4 th | Occasionally |

Source: Fieldwork, 2022

Results in Table 3 show that seven teaching methods were selected for the purpose of this study. Small group work has the mean score of 2.82 (.49), the discussion method has the mean score of 3.96(.45), questioning method has a mean of 3.75 (.78), role-play method has the mean score of 2.10 (.58), share teaching and learning method has the mean score of 3.71 (.47), demonstration method has a mean score of 2.74 (.38) and field trip method has the mean score of 2.50 (.31). Thus, discussion method, questioning method, and share teaching and learning method were always adopted and suitable for the implementation of Upper Basic Schools Islamic Studies Curriculum by the Islamic studies teachers while role play, demonstration method and field trip method are occasionally adopted and not suitable for the implementation of Upper Basic Schools Islamic Studies Curriculum by the Islamic studies teachers.

Hypotheses Testing

The null hypotheses formulated for the study were tested and reported as follows.

Ho₁: There is no significant difference in the views of male and female teachers on the suitability of the UBS Islamic Studies curriculum.

TABLE 4: T-test showing the Difference Between Male and Female Islamic Studies Teachers on the Suitability of the Upper Basic Schools Studies Curriculum

| Gender | N | X | SD | Df | t-cal | Sig (2-tail). | Decision |
|--------|-----|---------|--------|-----|-------|---------------|-----------------|
| Male | 170 | 16.4516 | 4.3121 | 232 | 7.895 | .000 | Ho ₁ |
| | | | | | | | Rejected |
| Female | 64 | 14.5296 | 3.5981 | | | | |

Sig.p<0.05 (Rejected)

Results in Table 4 reveal that the calculated t-value is 7.895 with 232 degrees of freedom computed at 0.05 significance level. Since the calculated level of significance (.000) is lesser than critical level of significance, hypothesis 1 is rejected while the alternative hypothesis is accepted. This implies that there is significant difference in the views of male and female teachers on the suitability of the UBS Islamic Studies curriculum.

Ho₂: There is no significant difference in the views of the qualified and unqualified teachers on the suitability of the curriculum.

TABLE 5: T-test showing the Difference Between Qualified and Unqualified Islamic Studies Teachers on the Suitability of the Curriculum

| Variable | N | X | SD | Df | t-cal | Sig (2-tail). | Decision |
|-------------|-----|---------|--------|-----|-------|---------------|-----------------|
| Qualified | 170 | 13.2726 | 2.8796 | 232 | 5.789 | .000 | Ho ₂ |
| | | | | | | | Rejected |
| Unqualified | 64 | 17.3671 | 3.2781 | | | | |

Sig.p<0.05 (Rejected)

Results in Table 4 reveal that the calculated t-value is 5.789 with 232 degrees of freedom computed at 0.05 significance level. Since the calculated level of significance (.000) is less than the critical level of significance, hypothesis 2 is rejected while the alternative hypothesis is accepted. This implies that there is significant difference in the views of the qualified and unqualified teachers on the suitability of the curriculum.

Ho₃: There is no significant difference in the views of very experienced, experienced and less experienced teachers on the suitability of the UBS Islamic Studies curriculum.

TABLE 5: ANOVA Summary of the Variation in Islamic Studies Teachers' Experiences to the Suitability of Upper Basic Schools Islamic Studies Curriculum

| Source of Variable | Sum of Square | df | Mean Square | F | Sig. | Decision |
|----------------------|---------------|-----|-------------|-------|------|-----------------|
| Between Group | 30.424 | 2 | 15.212 | | | Ho ₃ |
| | | | | 6.782 | .000 | Rejected |
| Within Group | 518.133 | 231 | 2.243 | | | |
| Total | 548.557 | | | | | |

*Significant P< .05

As shown in Table 5, the F-value of 6.782 with a p-value of .000 computed at 0.05 alpha level. Since the p-value of .000 obtained is lesser than 0.05 level of significance, the hypothesis three which stated that there is no significant difference in the views of very experienced, experienced and less experienced teachers on the suitability of the UBS Islamic Studies curriculum is rejected. This implies that there is significant difference in the views of very experienced, experienced, and less experienced teachers on the suitability of the UBS Islamic Studies curriculum.

Ho₄: There is no significant difference in the views of the public and private school teachers on the suitability of UBS Islamic Studies curriculum.

TABLE 6: T-test showing the Difference Between Public and Private school teachers on the Suitability of Upper Basic Schools Islamic Studies Curriculum

| School Type | N | X | SD | Df | t-cal | Sig (2-tail). | Decision |
|-------------|-----|---------|--------|-----|-------|---------------|-----------------|
| Public | 132 | 15.8793 | 5.9892 | | | | Ho ₄ |
| | | | | 317 | 6.879 | .000 | Rejected |
| Private | 187 | 11.7873 | 3.4782 | | | | |

Sig.p<0.05 (Rejected)

Results in Table 6 reveal that the calculated t-value is 6.879 with 317 degrees of freedom computed at 0.05 significance level. Since the calculated level of significance (.000) is lesser than critical level of significance, hypothesis 4 is rejected while the alternative hypothesis is accepted. This implies that there is significant difference in the views of the public and private school teachers on the suitability of UBS Islamic Studies curriculum.

Ho₅: There is no significant difference in the public and private school students' level of academic performance in UBS Islamic Studies curriculum.

Table 7: T-test showing the Difference Between Public and Private school students' level of academic performance in UBS Islamic Studies curriculum

| School Type | N | X | SD | Df | t-cal | Sig (2-tail). | Decision |
|-------------|-----|---------|--------|-----|-------|---------------|-----------------|
| Public | 132 | 12.7681 | 2.5641 | | | | Ho ₅ |
| | | | | 317 | 7.998 | .000 | Rejected |

| | | | |
|---------|-----|--------|--------|
| Private | 187 | 8.7827 | 4.7629 |
|---------|-----|--------|--------|

Sig.p<0.05 (Rejected)

Results in Table 7 reveal that the calculated t-value is 7.998 with 317 degrees of freedom computed at 0.05 significance level. Since the calculated significance level (.000) is less than the critical level, hypothesis 4 is rejected while the alternative hypothesis is accepted. This implies that there is significant difference in the public and private school students' level of academic performance in UBS Islamic Studies curriculum.

Discussion of the findings

The result of this study revealed that the majority of the participants from Osun West Senatorial District affirmed that the objectives of the Upper Basic Schools Islamic Studies curriculum are appropriate. This is in line with the findings of AbdulRahman (2008) and Ahmad (2021) who observed in their study that the objective of Islamic studies curriculum is to inculcate into the believer the Islamic culture through the study of the Qur'an and Hadith of the Prophet Muhammad (S.A.W) and prepare for a useful living in this world and preparation for eternal living after death.

However, Resources for the implementation of the Upper Basic Schools Islamic Studies curriculum are not adequate. This finding is similar to the findings of Umar (2010) which found that many of recommended instructional materials for teaching Islamic Studies were not available and the view available ones were not adequate. Also, the result showed that delivery techniques adopted by the Upper Basic Schools Islamic Studies teachers are suitable. This is however, in contrast with the findings of Salako (2020) who observed that most of the delivery techniques adopted by Islamic Studies teachers were obsolete thereby creating a gap and making teaching and learning difficulty because proper exposure to the modern delivery techniques or methods were not used by the Islamic Studies teachers.

The result of this study discovered that there is significant difference in the views of male and female, qualified and unqualified, experienced, experienced and less experienced teachers and public and private school on the suitability of the Upper Basic schools' Islamic Studies curriculum. This implies that gender, qualification, teaching experience and school type influence Islamic Studies teachers on the suitability of the Upper basic Islamic studies curriculum.

CONCLUSION AND RECOMMENDATIONS

This study concluded that the objectives of the Upper Basic Schools Islamic Studies curriculum are appropriate but the resources for implementing the Upper Basic Schools Islamic Studies curriculum are not adequate while the delivery techniques adopted by the Upper Basic Schools Islamic Studies teachers are suitable, also, there is significant difference in the views of male and female, qualified and unqualified, experienced, experienced and less experienced teachers and public and private school teachers on the suitability of the upper basic schools Islamic Studies curriculum. Based on the findings in this study, it was recommended that government should ensure that instructional resources for teaching Islamic Studies in upper basic schools are provided and teachers should be monitored in using them while teaching the subject. Islamic studies teachers, who are the central factor at the Islamic studies curriculum implementation level, should endeavour to improve on their pedagogical skills and constantly update their knowledge of

innovations in teaching. The less experiences among the Islamic studies teachers should endeavour to maintain smooth interaction with the more experienced ones with the aim of tapping from their expertise knowledge and experience while the more experienced ones should also be ready to share their experience with others in the field.

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