

ASSESSMENT OF TECHNIQUES IN INCULCATING MORAL CHARACTER ON ISLAMIC STUDIES STUDENTS IN SENIOR SECONDARY SCHOOLS, KWARA CENTRAL SENATORIAL DISTRICT, NIGERIA

by

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Abstract

This research investigated techniques used by senior secondary school teachers in inculcating moral character on Islamic Studies students in Kwara Central Senatorial District, Nigeria. The aim of the study was pointing out whether or not gender, qualification level and experience of teachers were linked to techniques used to inculcate moral character on Islamic Studies students in Kwara Central Senatorial District. The paper was a quantitative research by using questionnaire as instrument for data collection. The population was drawn from secondary school Islamic Studies teachers. Similarly, purposive sampling technique was used to select 166 schools. The validity and reliability of the instrument is also established by the three experts. A Test-retest method was conducted for the questionnaire and the results were used to calculate the reliability coefficient which was 0.78. The Statistical Package for the Social Sciences vision 23.0 was used to analyse the data collected from the respondents. Majority of the respondents believed that using different techniques during the classroom instruction make meaningful outcome. It is further agreed that qualified Islamic teachers employed multiple techniques in inculcating moral character on the learners that were on Islamic Studies in senior secondary school than nonqualified teachers with the larger mean score of 19.120. This paper makes a new initiation by recommending the community inquiry to teach Islamic Studies in secondary schools. This community inquiry technique is mostly used for science students. However, if the community inquiry technique is recommended and used to teach Islamic Studies in Nigerian secondary schools, it will make the students to be critical thinkers in leaning.

Keywords: Techniques, Inculcating Moral Character, Islamic Studies

Introduction

In modern society, there are iniquities globally that are prevalent in our communities. These may be sported in homes, communities, schools, and other domains. When these iniquities are picked up by learners, they may be exhibited in different spheres. It is noted that a lot of learners display unfavorable character after they complete their studies which can be a threat to the peace of the society. Normally, students are expected to display what is worthwhile in the society exhibiting good moral character. Youths are the pillars that are expected to revitalise and change any community, society and nation at large. However, this expectation is at a crossroad. Since 1990, Nigerian learning institutions including primary and secondary schools, colleges and universities, have been producing in disciplined and moral decadent students that disorganize the society and prevent it to move on as expected (Fafunwa, 1991; Okunnu, 2001). Nigeria is also a country where religions and cultures are valuable identities. Unfortunately, these cultural and religious values are already polluted by foreign ideas which result in destabilising our society and make difficult for our youths to understand what is called moral character. Aside this, education plays a very crucial role in molding the character and personality of an individual. The school is one of the places where teacher is expected to impart knowledge, values, skills and instill discipline in the learners. Whittle, Telford and Benson (2018) asserted that teachers are the most crucial tool in school that shape learners' character in a meaningful way. Thus, the essence of education is to let individuals acquire useful skills and moral uprightness in the society.

In Nigeria, Islamic Studies as a subject was introduced at the secondary school level in 1953 where Arabic subject was seen as the same with Islamic Studies (Ajidagba, 2009). It is the advent of 6-3-3-4 educational system that saw Islamic Studies subject as core subject at both junior and senior secondary school levels. In addition, when the system of Nigerian education changed from 6-3-3-4 to 9-3-4, Islamic Studies subject was offered as core subject at the upper-basic level and listed as an optional at the senior secondary level (FRN, 2013). Undeniably, Federal republic of Nigeria through the National Policy on Education cherishes and promotes, among other thing, moral and spiritual values in

interpersonal and human relations. Similarly, Islamic Studies was also slotted into the Nigeria school curriculum where moral and religious education are seen as a component in recognition of its role in actualising what the National Policy on Education stated as objectives (Umar, 2010). Islamic Studies is an aspect of religious education based on the teaching of Islam. Also, Islamic Studies should be taught in practical way especially by cultivating essential traits such as humility, modesty, integrity, patience, steadfastness and fairness among others (Yunus & Ahmad 2019). Therefore, this finding intends to assess how techniques are being used for Islamic Studies students in inculcating moral character in senior secondary schools of Kwara Central Senatorial District, Nigeria,

Teaching and learning can be materialised when effective techniques are used during the classroom activities. Aziz, Ibrahim, Shaker and Nor (2016) revealed that the teaching strategies used in coaching Islamic Studies for students were appropriate with the skill and basic knowledge of learners. Aziz et al. (2016) further established that the techniques employed in teaching process for learners in different educational level are essential. In addition, it is further advocated by others scholars (Daka, 2019; Mulenga-Hagane, Daka, Msango, Mwelwa and Kakupa, 2019) that using the teaching techniques will enhance and boost students' achievements in school. However, Aliakbari and Bozorgmanesh (2015) and Daka, (2019) established that when the learners are involved in the classroom activities, it will encourage them to work together with a teacher in terms of skills, knowledge and ideas. It is further declared that student-teacher discussions, group discussions, questionnaire, demonstrations, motivation, memorizing in groups and memorizing individually are used by the resourceful teachers of Islamic Studies whenever they are in class (Kamarul Azmi Jasmi 2012). They further submitted that it is only these outstanding Islamic Studies teachers that employ the best techniques such as brainstorming and storytelling techniques in secondary schools.

Ibnu Khaldun (2000) pointed out that teachers who master their field of knowledge in the teaching profession will also comprehend all the basic principles of that particular discipline which makes them to deliver the content teaching in a useful manner. Norhashimi (2005) and Daka and Changwe (2020) averred that mixture of numerous teaching activities like strategies, approaches, methods and techniques make students to understand the

learning in an effective way. It is further asserted that teaching will be more efficient whenever appropriate and effective techniques are used by religious teachers. Hussin, Noh and Tamuri (2014) stated that learners are expected to learn if the teachers possess deep knowledge, display specific pedagogy and present the content with simplicity. As a result of this, mastery of the content, pedagogy and implementation of teaching are factors to be employed in the classroom by the teachers in order to actualise the outcome of teaching and learning process (Ahmad,2011; Daka, Banda and Namafe, 2020). Therefore, skills, knowledge and teaching techniques play a significant role in improving teaching Islamic Studies and enhance teachers to show the professionalism in their expertise areas.

From the outset, assessment is a basic part of teaching and learning which involves evaluating the worth of something to make a pronouncement as to how much, how good, how useful, how paramount or how successful it is. According to Daramola (2006), an assessment is a process of appraising educational programme in order to determine whether or not the programme goals have been achieved. In addition, assessment in the teaching and learning process assists to test the effectiveness and usefulness of the teaching strategy or technique in order to make the teacher professionally and academically grow. Assessments also can show whether learners acquire three critical educational elements namely; worthwhile skills, appropriate attitudes and applicable knowledge which make up competences. Strategy or technique could be viewed as teachers' chosen teaching procedure. It is further elucidated that technique is a form of taking out an activity which requires skills. It is also likened to a specific strategy used to actualise an immediate goal. Richard and Redgers (2002) posited that techniques are the procedure or strategies displayed in the classroom. It involves practices that are originated from specific teaching design and lesson application.

However, various variables such as teacher's gender, qualification and experience are used as determinant factors to be also discussed in this study. According to Rahimi and Asadollahi (2012) affirmed that male teachers' behaviours towards using a technique in teaching learners is well organised than that of the female teachers. In addition, the experience of instructor is one of the essential factors that have a paramount value in the use of techniques for teaching and learning Islamic Studies as professional course. Ge and

Hardré (2010) submitted that experienced teacher uses resources and techniques wisely and judiciously than inexperienced one. Similarly, Mavhundutse (2014) elucidated that the teacher's experience is connected to the quality of such teacher and brought the useful outcome. Nevertheless, qualification of teacher is also used as another factor that exposes the teacher in using techniques while teaching. Adagri (2013) explained that when teachers are trained professionally, he or she is expected to display the professionalism whenever in the classroom. Owolabi and Adebayo (2012) revealed that teacher's experience is highly important in cultivating teaching outcome to the learners in order to accomplish their academic achievement. In the light of above, these crucial factors such as teacher's gender, qualification and experience establish on how such teachers expose in terms of techniques used in the classroom and how they manage their teaching in effective way.

In this case, this topic is relevant to the Islamic teacher professional development due to many areas that this topic addressed. First of all, this topic has to do with the Islamic teacher professional development in a situation where by Islamic teacher is expected to develop a current understanding of the techniques or strategies in using to inculcate skills and moral attitudes to all Islamic Studies students in Senior Secondary schools especially Kwara Central Senatorial District of Nigeria. Nevertheless, it has a numerous benefit to the Islamic teacher professional development to enhance their professionalism in terms of pedagogical approaches which would relate to their professions, in the course of developing new programmes such as formal, semi and informal ones. It also has to do with Islamic teacher professional development by using the strategies that are useful to teach and design series of activities that would boost the professionalism of Islamic teachers such as knowledge, teaching and competency which will also help the capabilities of learners.

Thus, the study was to assess whether gender, qualification level and experience of teachers greatly link with the techniques used for the students that are offering Islamic Studies in transferring moral character in senior secondary school. It is further identified that whether gender, qualification level and experience of teachers do not significantly influence techniques used by senior secondary school teachers in inculcating moral character on Islamic Studies students in Kwara Central Senatorial District, Nigeria. Thus, the following objectives were carried out:

1. To determine the techniques used by male and female teachers in inculcating moral character on Islamic Studies students in senior secondary school.
2. To establish whether or not the techniques used by qualified and unqualified teachers contribute to moral character for the students of Islamic Studies in senior secondary school.
3. To ascertain whether techniques used by very experienced, experienced and less experienced teachers inspire moral character on students offering Islamic Studies in secondary school.

Methodology

All the senior secondary school teachers in Kwara Central Senatorial District were constituted as population for this study and all the Islamic Studies teachers were also used for this study. In addition, Kwara Central Senatorial District consists of Asa, Ilorin East, Ilorin South and Ilorin west. Nevertheless, 289 senior secondary schools exist in Kwara Central Senatorial District according to data collected from Kwara State Ministry of Education, Ilorin. Multiple stage sample was used in this study to select required sample. The Raosoft sample size calculator was used to select total of 166 schools out of the total number of 289 senior secondary schools in Kwara Central Senatorial District.

Similarly, the researcher ensured that the number of the schools selected is proportionate to the number of the schools in the four local government areas that comprised Kwara Central Senatorial District. The proportionate sampling technique was used to select 31 schools out of the 55 senior secondary schools in Ilorin East, 66 schools were selected out of the 121 schools in Ilorin west, 45 schools were selected out of the 79 secondary schools in Ilorin South while 24 senior secondary schools were selected out of the 43 schools in Asa local government area of kwara state, making a total of 166 schools. Furthermore, population of each school in the four local government areas was then divided by the entire population and multiplied by the sample size in order to arrive at a proportionate size which permits every member of the population to be selected. The below Table 1 shows the number of schools and how they were proportionally selected.

The number of schools in Kwara Central Senatorial District

	Kwara Central Senatorial District	Stratified random technique
1	Ilorin East	$55 \div 289 \times 166 = 31$
2	Ilorin west	$121 \div 289 \times 166 = 66$
3	Ilorin South	$79 \div 289 \times 166 = 45$
4	Asa	$43 \div 289 \times 166 = 24$
		Total 166

In this regard, 166 Islamic Studies teachers were sampled using the purposive sampling technique as justified by Kothari (2004) who posited that population consists of various sub-groups that are accurately represented in the sample. It is further pointed out that since each stratum makes the sample a truly representation of the population. instrument used to collect data for this study was a questionnaire that divided into two parts, A and B. Part A discussed the background of the respondents such as gender, qualification and experience while section B contained items questionnaire with four-point Likert scale type where 4= strongly agree (SA). 3= Agree (A). 2= Disagree (D) and 1= strongly disagree (SD). The validity of instrument was used after the sequence of corrections by the experts. For the reliability of the instrument, a test-retest reliability method was used and a coefficient value of 0.78 was obtained as reliability index. The data were analysed using t-test and One Way of Variance statistical tools at Alpha level of 0.05

Definition of terms in this study

Teachers' Technique: approaches or strategies employed by teachers of Islamic Studies in inculcating moral character to the students offering Islamic Studies in secondary schools.

Assessment: critically examining the degree of instructional techniques for coaching Islamic Studies.

Qualified Teachers: teachers who have been trained professionally as specialists in Islamic Studies and obtained B.A. Ed, M. Ed and Ph. D in Islamic Studies

Unqualified Teachers: teachers who have not been coached as authorities in Islamic Studies and bagged B.A. M.A and Ph.D in Islamic Studies.

Very Experienced Teacher: teachers who in the system of teaching more than fifteen years in secondary schools

Experienced Teacher: teachers who used more than ten years in the teaching

Less Experienced Teacher: teachers who have been in teaching less than five years

TABLE 2 SHOW DATA ANALYSIS AND PRESENTATION OF RESULT

Demographic Data of the respondents

Gender	Frequency	Percentage
Male	100	60.2
Female	66	39.8
Total	166	100.0
Qualification	Frequency	Percentage
NCE	20	12.1
B.A	30	18.1
B.Ed	95	57.2
M.A.	10	6.0
M. Ed	11	6.6
Total	166	100.0
Qualified Teachers	126	75.9
Unqualified Teachers	40	24.1
Teaching Experience	Frequency	Percentage
1-5years	19	11.4
6-15years	40	24.1
16 years and above	107	64.5
Total	166	100.0

Frequency and percentage were used to analyze the demographic factors investigated. The majority of respondents were male 100 (60.2%) while female were 66 or (39.8%). This

indicate that male were dominant in the secondary schools in Kwara Central of Nigeria. Furthermore, 126 (75.9%) of the teachers sampled in Kwara Central were qualified while 40 (24.1) were not qualified. 19 (11.4%) were less experienced teachers. 40 (24.1%) were very experienced teachers and 107 (65.5%) were experienced teachers.

Table 3 show t-test analysis to determine whether the techniques used by male and female teachers in inculcating moral character on Islamic Studies students in senior secondary school

Gender	No	Mean	S.D.	Df	t-value	Sig	Remark
Male	100	17.920	3.545	164	1.312	0.121	
Female	66	16.411	3.501				

Table 3 show t-tests to analyse techniques used by male and female teachers in inculcating moral character on Islamic Studies students in senior secondary school. Undeniably, the data obtained from the respondents proves that there was no significant difference in scores for both male (M=17.920; SD=3.545) and female (M=16.411; SD=3.501) with t-value of 1.312. The fact that p-value of 0.121 is greater than 0.05 level of significance which revealed that both male and female Islamic teachers are used the same techniques to inculcate moral character on the students offering Islamic Studies in senior secondary school of Kwara central District.

Table 4 show t-test analysis to establish whether techniques used by qualified and unqualified teachers contribute to moral character for the students of Islamic Studies in senior secondary school.

Qualification	No	Mean	S.D.	Df	t-value	Sig.	Remark
Qualified	126	19.120	1.243	164	2.811	0.012	
NonQualified	40	10.112	2.505				

Table 4 showed that techniques used by qualified and unqualified teachers to instill moral character for the students of Islamic Studies in senior secondary school were established. The data obtained from the respondents establishes that there was great significant difference in scores of qualified (M=19.120; SD=1.243) and nonqualified

teachers (M=10.112; SD=2.505) with t-value of 2.811. so, since the p-value of 0.012 is less than 0.05 level of significance, this shows that qualified Islamic teachers employ and use the strategies to inculcate moral character on the learners that offering Islamic Studies in senior secondary school of Kwara central District than nonqualified teachers with the greater mean of 19.120.

Table 5 illustrate ANOVA analysis to ascertain whether techniques used by very experienced, experienced and less experienced teachers inspire moral character on students offering Islamic Studies in secondary school.

Variables	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between Groups	482.565	3	213.233	3.439	0.020	
Within Groups	7265.563	162	71.647			
Total	7748.128	165				

Table 5 revealed that techniques used by very experienced, experienced and less experienced teachers inspire moral character on students offering Islamic Studies in secondary school were ascertained. This indicates that the p-value of 0.020 is less than 0.05 level of significance which showed that there was different techniques used by very experienced, experienced and less experienced teachers to transfer moral character on the secondary school students learning Islamic Studies. To ascertain and find out that which of the group were made the difference. Thus, the Duncan' Post-Hoc was conducted at 0.05 alpha level.

Table 6 display the Duncan' Post-Hoc Showing the Difference Techniques used by Very Experienced, Experienced and less Experienced Teachers in Inculcating Moral Character on the Secondary School Students Learning Islamic Studies

Respondents	N	Subset for alpha=0.05		
		1	2	3

Less Experience	19	23.86		
Very Experience	40		26.37	
Experience	107			29.50
Sig.		.08	1.00	1.00

Table 6 demonstrate that experienced teachers displayed and employed different techniques to inculcate moral character on Islamic Studies students with great mean score of 29.50. It is further followed by very experienced teachers whose mean score is 26.37 while 23.86 is linked to less experienced teacher. Therefore, this result avers that techniques to instill moral character on Islamic studies students in senior secondary schools is being used wisely and judiciously by experienced teachers.

Discussion of Findings

This study assessed the techniques in inculcating moral character on Islamic Studies students in senior secondary schools, kwara Central Senatorial District, Nigeria. This finding shows that both male and female Islamic teachers used the same strategies to teach the subject in order to instill moral character on the students. It is further vowed that there is no disparity between male and female teachers in using the techniques to teach their students that offering Islamic Studies in senior secondary schools in Kwara Central Senatorial District. This finding further affirmed that both are competent to handle the subject by employing numerous techniques to teach Islamic Studies students in a proper way. However, this finding also shows that effective techniques used by Islamic teachers during the classroom instruction make fruitful outcome. Therefore, this finding is greatly agreed and confirmed with Aziz et al. (2016) who submitted that strategies used in coaching Islamic Studies for students are appropriate with the skill and basic knowledge of learners. They further discovered that using techniques to teach enhance and boost students' achievements in school. This finding is in relation to Eison findings (2010) who declared that teaching and learning will take place when instructional techniques are used for the learners. Nevertheless, the result of this finding is greatly confirmed with Wood (2012) who revealed that the performances of both male and female teachers are the same while

teaching basic level. It is also agreed with Heather (2012) who posited that difference between the performance of male and female teachers in teaching learners in the classroom are insignificant. In addition, Owolabi & Adebayo (2012) submitted that both male and female teachers have the ability of transferring knowledge to the learners since they are specialists and skilled.

Not only that, the techniques used by qualified and unqualified teachers to instill moral character for the students of Islamic Studies in senior secondary school were also established. This result states that qualified Islamic teachers employ the use of strategies to inculcate moral character on the learners that are offering Islamic Studies in senior secondary school than nonqualified teachers with the larger mean score of 19.120. This result is in line with Owolabi & Adebayo (2012) who revealed that higher qualifications teachers taught learners with their skills while teaching better than their counterpart. They further stated that learners performed excellently whenever they were taught by the teachers who were professionally trained. Not only that, the finding of this study is also countenance with Håkansson (2016) who declared that qualified teachers instill norms and values to the students than nonqualified teachers.

Nevertheless, techniques used by very experienced, experienced and less experienced teachers in inspiring moral character on students that offering Islamic Studies in secondary school were ascertained. This pointed out that there were different techniques used by very experienced, experienced and less experienced teachers to transfer moral character on the secondary school students learning Islamic Studies. Moreover, this finding avowed that experienced teachers displayed and employed different techniques to inculcate moral character on Islamic Studies students with great mean score of 29.50. As a result of this, the outcome of this finding is in agreement with Owolabi and Adebayo (2012) who maintained that teacher's experience is very crucial in cultivating meaningful teaching to the learners in order to achieve their academic success. More so, Mupa and Isaac Chinooneka (2019) posited that before successful teaching and learning can take place, the experienced teachers must be involved in order to actualise the stated objectives. Similarly, this finding is also linked to Mavhundutse's findings (2014) who asserted that

experienced teachers are the most crucial variable that connected to fruitful teaching outcome.

Conclusion and Contributions

This study assessed whether gender, qualification level and experience of teachers greatly connected to the techniques used for the students that are offering Islamic Studies in transferring moral character in senior secondary school. It was further found out that gender, qualification level and experience of teachers do not significantly influence techniques used by senior secondary school teachers in inculcating moral character on Islamic Studies students in Kwara Central Senatorial District, Nigeria.

Based on the objectives of this study, this study contributes to the knowledge of professional development of teachers in Islamic schools particularly professional development of Islamic studies teachers in teaching moral character. It also contributes greatly by helping the Islamic teacher to develop the new technique that will improve learning and teaching respectively. The teachers of Islamic Studies will be sensitised in boosting the techniques for teaching moral during pre-teaching, teaching and post teaching. It helps the Islamic teachers in teaching moral by also developing a stronger understanding on how practical teaching and professional learning will function in Nigerian secondary schools especially Kwara Central Senatorial District. Finally, the study contributes to the professional development of Islamic Studies teachers in teaching moral by initiating another technique such as community inquiry approach in order to make the students to be some positive thinkers in their learning. Similarly, teaching technique consists of procedures, system and process used by the teacher during the lesson. Different strategies are used by Islamic Studies teachers to teach the subject such as demonstration, discussion, role play, question and answer, among others. These techniques are general and widespread among the teachers. This study makes a new initiation by recommending the community inquiry to teach Islamic Studies in secondary schools. This community inquiry technique is mostly used for science students. However, if the community inquiry technique is recommended and used to teach Islamic Studies in

Nigerian secondary schools, it will make the students to be the critical thinkers in leaning. Thus, education is not learning of reality, it's rather the training of mind to think.

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