

## ATTITUDE OF TEACHERS TOWARDS IMPLEMENTATION OF CURRICULUM IN ISLAMIYYAH SCHOOLS WITHIN KADUNA METROPOLIS

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### ABSTRACT

*The objective of the paper is to examine the attitude of teachers towards implementation of curriculum in the Islamiyyah primary schools within Kaduna Metropolis. The study reveals that the teachers attitude towards curriculum implementation is favourable. In the related areas of teachers motivation and conduciveness of learning atmosphere, the study discovered that the situation is not favourable. To improve the situation, the study recommended the provision of adequate learning facilities like classrooms, furniture, fittings etc by the proprietors of the schools.*

### INTRODUCTION

Prior to colonialism, Islamic education is predominant in the geo-political entity today referred to as Nigeria, especially the Northern part of it (Lemu, 2003). The Western system of education was introduced in to the geo-political entity first by the missionaries and later the colonialists. Despite initial opposition and resentment against western system of education, it continued to coexist with Islamic education up to today. However, the role of government (colonial and post colonial) in imparting western education is making it to look more organized purposeful and impactful than the Islamic system of education. The fact of the matter is that Islamic education system is also purposeful and highly organized. The hall mark of the organization is that the system like the western one, also have a formal curriculum.

Though the curriculum of Islamic and western education are said to be formal, an ordinary observation will reveal that the degree of their implementation differs greatly. While schools in western education implement curriculum to a reasonable

extent, their counterparts in the Islamic education are not all that committed to curriculum implementation (Suleiman 2006).

Considering the importance of curriculum in imparting purposeful and meaningful knowledge, it is imperative to find out factors responsible for non commitment to curriculum implementation among schools pursuing Islamic education. In view of the role of teachers in curriculum implementation, the search light should also focus on them.

In this paper an attempt will be made to study teachers attitudes towards curriculum implementation in islamiyyah primary schools with special reference to ones located within Kaduna metropolis. The paper is in 8 sections; introduction; statement of problem; objectives of the study; hypotheses; conceptual framework and literature review; research hypotheses; Data presentation and test of hypotheses; conclusion and recommendations.

#### **STATEMENT OF THE PROBLEM**

There are many factors determining level of curriculum implementation. Prominent among the factors are environment, teachers and students (NERP, 2003). Most studies on curriculum implementation are centred on learning environment (Salawu, 2003). Proper curriculum implementation is mostly attributed to conducive learning environment. While improper curriculum implementation, is mostly attributed to unconducive learning atmosphere.

The paper will focus on teachers attitude towards implementation of curriculum in Islamiyyah primary schools within Kaduna Metropolis. Attitudes are outcome of psychological processes, as such they cannot be observed directly, but they can be inferred from what people or do (Schiffman and Kanuk,2000). In view of this development, the teachers attitude will be determined by means of ascertaining their level of awareness, interest and desire to implement curriculum. The variables are considered appropriate due to the argument by Schiffman and Kanuk (2000) that they represent the lowest and highest level of attitude formation.

Awareness about a phenomenon is the first stage of forming an attitude. With awareness, interest or lack of it will set in and this will finally metamorphose into desire or lack of it i.e. favourable or unfavourable disposition. For the fact that attitude always occur within a situation, the study will also examine areas of teachers motivation and conclusiveness of learning atmosphere of schools under study.

## **OBJECTIVES OF THE STUDY**

The major objective of the study is to find out the attitude of teachers towards implementation of curriculum in the islamiyyah primary schools within Kaduna Metropolis. Specifically, the study intends to achieve the following.

- i. To find out level of teachers awareness about curriculum implementation .
- ii. To find out level of teachers interest to implement curriculum.
- iii. To find out level of teachers desire to implement curriculum
- iv. To determine level of teachers motivation in islamiyyah primary schools within Kaduna metropolis
- v. To determine level of conduciveness of learning atmosphere in Islamiyyah schools within Kaduna metropolis.

## **HYPOTHESES**

The following hypotheses were formulated to guide the study and will be tested at 0.05 level of significance.

- H<sub>01</sub> There is no significant difference in the mean responses of Senior and Junior Islamiyyah teachers with regards to their level of awareness about implementation of curriculum.
- H<sub>02</sub> There is no significant difference in the mean responses of senior and junior islamiyyah teachers with regards to their level of interest to implement curriculum.
- H<sub>03</sub> There is no significant difference in the mean responses of Senior and Junior islamiyyah teachers with regards to their level of desire to implement curriculum.
- H<sub>04</sub> There is no significant difference in the mean responses of senior and junior islamiyyah teachers with regards to their level of motivation to implement curriculum.
- H<sub>05</sub> There is no significant difference in the mean responses of senior and junior islamiyyah teachers with regards to level of conduciveness of atmosphere to implement curriculum.

## **CONCEPTUAL FRAMEWORK AND LITERATURE REVIEW**

Attitude, like other psychological concepts, have been defined differently by different psychologists. Schiffman and Kanuk (2000) defined attitude as an expression of

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inner feelings that reflect whether a person is favourably or unfavourably predisposed to an object or idea. Since attitudes are outcome of psychological processes, the two scholars maintained that, they are not directly observable but they can only be inferred from what people say or what they do. Quakes and Lipton (1999) defined attitude as an enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some aspects of the individual environment. From the definition it can be understood that attitude, motivation, and environment are closely related and they also influence each other.

As for curriculum, Yunusa (2000) defined it as that content and processes designed to bring about learning of educational value. According to Ndunya et al (1986) curriculum comprised of curriculum itself, syllabus, scheme of work, unit and lesson plans.

The contents of Islamiyyah primary school curriculum mainly include some simple Quranic chapters (i.e. fatiha, falaqi, Nasi etc), learning of Arabic alphabets, and simple aspects of Hadith (sayings of the prophet) Fiqh (Jurisprudence) and Tauheed (Theology).

Curriculum implementation entails plans and actions that are geared towards putting into reality the contents of a given curriculum (Yunusa, 2000). Curriculum implementation requires planning and actions. Scheme of work, unit and lesson plans constitute the planning aspect of the implementation. While the activities of educational administrators, teachers and students constitute the action side of the implementation.

Teachers play central and vital role in the implementation of every curriculum. It is the teachers that usually break every curriculum into syllabus, scheme of work, unit and lesson plans. It is teachers that can adapt the curriculum to suit learners and prevailing environmental circumstances. It is teachers that also determine the requirements for successful implementation of every curriculum.

In view of the vital role teachers play, their attitude will certainly have tremendous influence on the level of implementation of every curriculum including that of islamiyyah primary schools. Teachers attitudes are also influenced by level of their motivation and conduciveness of learning atmosphere (Salawu 2003). High teacher motivation and conducive learning environment usually bring about favourable attitude towards curriculum implementation (Suleiman, 2004). Low teacher

motivation and un-conducive learning atmosphere on the other hand, bring about unfavourable attitude towards curriculum implementation.

### METHODOLOGY

The population of the study comprised of 15,005 teachers teaching in various islamiyyah primary schools located in 18 ‘Unguwanni’ local communities across Kaduna metropolis. From the estimated population, a sample size of 375 teachers was adopted. The sample size was shared among the 18 identified local communities in Kaduna metropolis.

To obtain data from the sampled research subjects, a structured questionnaire was used. Section I of the questionnaire consists of 4 items soliciting information on schools and teachers experience. Teachers with 11 years and above were categorized as senior. While those with below 11 years experience were categorized as junior. Section II of the questionnaire contains 25 items soliciting information on the 5 study variables of the research i.e. awareness, interest, desire, motivation and conduciveness of learning atmosphere. A 5 point Likert scale was used in scoring responses from research subjects.

Descriptive and inferential statistics were used in presenting and analyzing obtained data. A mean score of 3.5 and above is considered favourable. While a mean score of 3.4 and below is considered unfavourable. The Z-test was used in testing the 5 null hypotheses of the study. The hypotheses were tested at 95% significance level i.e. an alpha level of 0.5.

### DATA PRESENTATION AND TEST OF HYPOTHESES.

The data presentation and test of hypotheses is in accordance to the sequence of the study variables i.e. awareness, interest, desire, motivation and conduciveness of learning atmosphere.<sup>1</sup>

Group	Number of respondents (N)	Mean	Standard Deviation (SD)	t-value	Significance level (p)
Junior Teachers	184	3.34	0.83	1.97	0.03
Senior Teachers	102	3.51	1.38		

Since the z value of z-calculated (-0.03) is lower than the value of z - tabulated (1.97) the null hypothesis is accepted and the alternative rejected. This means that at 95%

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**Table 1:** Actual and mean scores on responses on the level of teachers awareness about curriculum implementation.

Item no	Area of curriculum implementation	A l t e r n a t e R e s p o n s e s					
		Very High	High	Moderate	Low	Very low	Mean Score
1	Awareness about curriculum Implementation	400	344	255	40	15	3.7
2	Awareness about Syllabus	410	368	249	38	10	3.8
3	Awareness about Scheme of work	280	364	278	70	12	3.5
4	Awareness about unit plan	255	356	282	108	16	3.5
5	Awareness about lesson plan	320	332	255	62	23	3.4

Source: survey data collected, 2007

Grand mean = 3.6

According to the data on table 1, the level of awareness of curriculum implementation among respondents is "High". This is due to the fact that the rating of four out of the five items is 3.5 and above and that makes the grand mean to also be 3.6

**Test of HO<sub>1</sub>**

"There is no significant difference in the mean responses of junior and senior Islamiyyah teachers with regards to their level of awareness about curriculum implementation"

**Table 2:** Mean and standard deviation of responses of junior and senior teachers on level of awareness about curriculum implementation.

Group	Number of respondents (N)	Degree of Freedom df	X	Standard Deviation (SD)	Z-calculated (Z-Cal)	z-tabulated (Z-tab)
Junior Teachers	184	284	3.54	0.83	0.03	1.97
Senior Teachers	102		3.51	1.38		

Since the z value of z-calculated (-0.03) is lower than the value of z - tabulated (1.97) the null hypothesis is accepted and the alternative rejected. This means that at 9.5%

level of confidence there is no significant difference in the level of awareness about curriculum implementation among junior and senior islamiyyah teachers.

**Table 3: Actual and mean score of responses on the level of teachers interest in curriculum implementation**

	Area of curriculum implementation	A l t e r n a t e R e s p o n s e s					
		Very High	High	Moderate	Low	Very low	Mean Score
6.	Interest to implement curriculum	550	324	213	34	07	3.9
7	Interest to implement syllabus	505	328	168	26	03	4.0
8	Interest to implement scheme of work	575	328	183	42	07	4.0
9.	Interest to implement unit plan	315	348	258	48	06	3.4
10	Interest to implement lesson plan	495	320	261	16	12	3.4

Source: survey data collected, 2007

Grand Mean 3.8

Based on the data above the level of interest of islamiyyah teachers to implement curriculum is said to be "High" This is because the mean scores of four out of the five listed, items were above 3.5 and the grand mean score is 3.8

**Test of HO<sub>2</sub>**

"There is no significant difference in the mean responses of junior and senior islamiyyah teachers with regards to their level of interest to implement curriculum".

**Table 4: Mean and standard deviation of responses of junior and senior teachers on level of interest to implement curriculum.**

Group	Number of respondents (N)	Degree of Freedom	X	SD	Z-calculated	z-tabulated
Junior Teachers	184	284	3.79	1.76	-7.28	1.97
Senior Teachers	102		3.91	1.31		

Since the value of  $z$  – calculated (-7.28) is lower than the value of  $z$  – tabulated (1.97), the null, hypotheses is accepted and the alternative rejected. This can be interpreted to mean that at 85% level of confidence, there is no significant differences in the level of interest to implement curriculum among junior and senior Islamiyyah teachers.

**Table 5: Actual and mean score of responses on the level of teachers desire to implement curriculum.**

Item no	Area of curriculum implementation	A l t e r n a t e R e s p o n s e s					
		Very High	High	Moderate	Low	Very low	Mean Score
11.	Desire to implement curriculum	430	380	252	28	14	3.8
12	Desire to implement scheme of work	490	392	213	24	20	3.9
13	Desire to implement Scheme of work	410	392	249	20	26	3.8
14	Desire to implement unit plan	360	384	273	42	12	3.7
15	Desire to implement lesson plan	450	440	177	36	18	3.9

Sources: survey data collected 2007

grand mean = 3.8

From the data on the above table, the level of teachers desire to implement curriculum is also “High” This is because the mean scores of all the five areas of curriculum implementation is well above 3.5 and that makes the grand mean to also be above 3.8

Test of HO3

“There is no significant difference in the mean responses of junior and senior Islamiyyah teachers with regards to their level of desire to implement curriculum



**Table 6: Mean and standard deviation of responses of junior and senior teachers on level of desire to implement curriculum.**

Group	N	df	X	SD	z-Cal.	Z-tab
Junior Teachers	184	284	3,72	1.08	-2,08	1.97
Senior Teacher	102		3.9	1.41		

In view of the fact that the value of z – calculated (-2.08) is lower than the value of z-tabulated, the null hypotheses is accepted and the alternative rejected. This means that at 95% level of confidence, there is no significant difference in the level of desire to implement curriculum among junior and senior Islamiyyah teachers.

**Table 7: Actual and mean score on the level of teacher’s motivation.**

Item no	Area of curriculum implementation	A l t e r n a t i v e R e s p o n s e s					
		Very High	High	Moderate	Low	Very low	Mean Score
16	Satisfaction about remuneration	210	240	342	78	31	3.1
17	Satisfaction about job security and safety	325	344	195	72	34	3.4
18	Satisfaction about relationship with colleagues	430	336	255	52	05	3.7
19	Satisfaction about promotion	340	300	243	82	21	3.4
15	Satisfaction about level of supervision	340	272	276	62	27	3.3

Source: Survey data collected, 2007

Grand mean = 3.4

Data on the above table indicates that the level of teachers motivation is “low” This is due to the fact that the mean score of four out of the five identified areas of motivation is below 3.5 and the grand mean also fall below 3.5 i. e. 3.4.

**Test of Ho<sub>4</sub>**

There is no significant difference in the mean responses of junior and senior Islamiyyah teachers with regards to their level of motivation to implement curriculum”

**Table 8: Mean and standard deviation of responses of junior and senior teachers on level of teacher's motivation to implement curriculum.**

Group	N	df	X	SD	Z-Cal	Z-tab
Junior Teacher	184	284	3.42	1.20	-0.73	1.97
Senior Teacher	102		3.40	1.27		

In view of the fact that the value of z-calculated is lower than the value of Z-tabulated, the null hypothesis is accepted and the alternative rejected. The acceptance of the null hypothesis means that there is no significant difference in the levels of teacher motivation among junior and senior teachers. In other words teachers feelings about motivation is virtually the same i.e. low motivation.

**Table 9: Actual and mean scores of responses on the level of conduciveness of learning atmosphere.**

Item no	Area of curriculum implementation	A l t e r n a t e R e s p o n s e s					
		Very High	High	Moderate	Low	Very low	Mean Score
21	Satisfaction about quantity and quality of school buildings	325	252	252	78	31	3.3
22	Satisfaction about cleaning of school environment	480	348	222	42	18	3.8
23	Satisfaction about classroom facilities	355	272	231	88	31	3.4
24	Satisfaction about extra curricular activities	260	264	291	104	19	3.2
2s5	Satisfaction about support from host community	295	252	261	78	38	3.2

Source: Data collected 2007

Grand mean = 3.4

According to the data on the above table, the level of conduciveness of the learning atmosphere in islamiyyah schools is "low". This is because the mean score of four

out of the five identified areas of conduciveness of atmosphere are below 3.5 and the grand mean also falls below 3.5 i.e. 3.4

**Test of HO<sub>5</sub>**

There is no significant difference in the mean responses of junior and senior Islamiyyah teachers with regard to level of conduciveness of atmosphere to implement curriculum”

**Table 10: Mean and standard deviation of responses of junior and senior Islamiyyah teachers on level of conduciveness of learning atmosphere in Islamiyyah schools**

Group	N	df	X	SD	Z-cal	Z-tab
Junior Teacher	184	284	3.28	1.55	0.31	1.97
Senior Teacher	102			3.46	1.35	

Since the value of Z- calculated (0.31) is lower than the value of z – tabulated (1.97), the null hypothesis is accepted and the alternative rejected. This can be interpreted to mean that at 95% level of confidence, there is no significant difference in the mean opinion of junior and senior Islamiyyah teachers with regards to level of conduciveness of atmosphere to implement curriculum. As far as the two categories of teachers are concerned, the level of conduciveness of the learning atmosphere is “low”.

**CONCLUSION**

From the data presented and analyzed, the attitude of teachers (junior and senior) towards curriculum implementation, is favourable. This is due to the fact that the teachers level of awareness about curriculum implementation is high and their levels of interest and desire to do it are also said to be high.

As for level of teacher motivation in Islamiyyah schools, the study discovered that it is “low”. The conduciveness of the learning atmosphere in the schools, was also discovered to be “low”

## RECOMMENDATIONS

To maintain or even improve the favourable attitude of teachers towards curriculum implementation, it is imperative for the management of respective Islamiyyah schools within Kaduna metropolis, to improve on the level of teacher motivation and conduciveness of learning atmosphere of such schools. In that direction, the following are recommended;

1. There should be clear-cut criteria for promotion and teachers should be promoted in accordance to the laid down procedure.
2. The Management of respective Islamiyyah schools should arrange for effective supervision of teachers in their schools. This will enhance their performance in the area of curriculum implementation
3. Management of various Islamiyyah within Kaduna metropolis should make effort to improve the working environment for teachers by providing facilities such as good offices, furniture, fittings e.t.c.
4. The learning environment of the schools should also be improve by ensuring cleanliness of classrooms and surrounding areas.
5. Management of Islamiyyah schools should provide avenues for teachers and students to be involve in extra curricular activities such as sports, debate, quiz drama, excursions etc
6. The various communities where Islamiyyah schools are located should endeavour to provide adequate support (financial and otherwise) to such schools. This will go along way in boosting the morale of teachers and school management as well.

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