

Analysis of Techniques Employed in Teaching Arabic Components of Islamic Studies in Ilorin Junior Secondary Schools, Nigeria

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Abstract: This study aims to analyse the techniques utilised by junior secondary school teachers in teaching Arabic components of Islamic Studies. The research covers three Local Government Areas within Ilorin Metropolis, with a purposive sampling method involving 210 teachers from 90 public and private junior secondary schools. Relevant data were collected through questionnaire and analysed using descriptive, inferential statistics, and one-way Analysis of Variance (ANOVA) as appropriate design and tools for this study. Objectives of the research include identifying common teaching techniques used in imparting Arabic components of Islamic Studies, differences in these techniques based on gender, qualification, teaching experience and school proprietorship. Findings indicated that discussion technique with a mean score of 3.96 along with standard deviation .45 and questioning technique with a mean score of 3.75 alongside standard deviation .78 are commonly employed in teaching Arabic components of Islamic Studies at junior secondary schools because their grand mean scores are close to 4 are considered are always used. The results also reveal that gender, qualification level, years of teaching experience as well as school proprietorship significantly influence the instructional methods used by teachers when delivering lessons on Arabic components of Islamic Studies. Based on these findings some recommendations made which include encouraging Islamic Studies instructors to adopt various modern teaching strategies while delivering lessons on Arabic components; furthermore, updating their knowledge base through attending various in-service trainings or carrying out further researches is highly advised for all interested parties in this field.

Keywords: Analysis; Arabic; Islamic Studies; Teachers; Technique

تحليل التقنيات المستخدمة في تدريس المكونات العربية ضمن الدراسات الإسلامية في مدارس الـورن الإعدادية بنيجيريا

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المخلص: ركز هذا البحث على تحليل التقنيات التي يستخدمها المدرسون في تدريس مكونات اللغة العربية ضمن الدراسات الإسلامية في المدارس الإعدادية. وقد شمل البحث المحافظات الثلاثة التي تتكون منها مدينة الـورن. تكونت عينة البحث من 210 مدرسا تم اختيارهم من تسعين مدرسة من المدارس الإعدادية الحكومية والخاصة. تم استخدام الإحصاء الوصفي والإستدلالي (descriptive and inferential Statistics) وتحليل التباين (ANOVA) لتحليل البيانات. وقد كشفت نتائج البحث أن التقنيات الشائعة المستخدمة في تدريس فنون العربية ضمن الدراسات الإسلامية هي تفتية المناقشة وذلك بمتوسط المدى (3.96) وتقنية الاستجواب بمتوسط (1.83). وكذلك أشارت نتائج البحث أن لخصائص جنس الفرد، والمؤهلات العلمية، وسنوات الخبرة في التدريس، ونوع الإدارة المدرسية أثر وطيد في اختيار التقنية المستخدمة في تدريس فنون العربية في الدراسات الإسلامية في المدارس الإعدادية. ومن النقاط المقترحة بحسب استنتاجات البحث هي: على مدرسي الدراسات الإسلامية أن يحاولوا استخدام التقنية الحديثة في تدريس فنون العربية ضمن الدراسات الإسلامية وأن يحاولوا زيادة معارفهم عن التقنية وذلك بواسطة التدريب أثناء الخدمة وتنفيذ البحوث العلمية.

الكلمات المفتاحية: التحليل، العربية، الدراسات الإسلامية، المدرسون، التقنية

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Introduction

Islamic Studies revolves around learning about Islam and its creeds. The primary sources of Islamic Studies are the Qur'an and Hadith. The original language of these two prime sources of Islamic knowledge is Arabic. Thus, the description of the Qur'an and Hadith and their inevitability in the practice of Islam make it imperative that Arabic should be recognised as part of Islamic Studies. Arabic is usually linked with Islam. Arabic speakers consider it as language of communication as well as it is their religious language. This implies that in an attempt to study and practise Islam properly, one needs to be disposed positively to the knowledge of Arabic. (Ajidagba & Abdur-Rafiu, 2015).

Broadly speaking, language is a medium of communicating ideas, thought and knowledge. Across centuries, Arabic language has always been the backbone of Islamic sciences due to its epistemological relation. Aside from Qur'an and Hadith, other epistemological sources of Islamic sciences were in Arabic, engrossed with Arabic metaphors and semantics. Thus, a sufficient command of Arabic language or at least, certain degree of competency in understanding Arabic terminologies and grammar are expected of one to understand Islamic Studies. This interconnectivity between Arabic language and the learning of Islamic sciences through what is known nowadays as Islamic studies is pertinent (Mat and Abas, 2016). The Holy Qur'an was revealed in Arabic. Allah says: *إِنَّا جَعَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ* "Indeed We have made it an Arabic Qur'an that you may comprehend." (Q43: 3). The Hadith of Prophet Muhammad (S.A.W) was also written in Arabic. These two are the primary sources of Islam that make the scholars to consider mastering Arabic language as prerequisite to learn and understand Islam.

Thus, understanding Arabic language enables an individual to understand the meanings being indicated by the Qur'an and Sunnah with respect to Islamic Law. In other words, any negligence will lead to deviation from the true meaning of the Qur'an and Sunnah (Faisal, 2016). Arabic is one compulsory subject taught at madrasahs or educational institutions governed by ministries worldwide. Lessons are conducted for various purposes including understanding Qur'anic verses/hadiths alongside other fields related to Islam or mastering communication/language skills between individuals/communities/nations (Ahmad & Ahmad, 2022). Alsubaie (2022) evaluated how using Arabic in Islamic education impacts graduates from

Saudi Arabian institutions who have been taught values through their native language. A survey was conducted to determine whether students' levels of competency in Arabic affected their ability to learn effectively within these courses while assessing attitudes toward its usefulness in enhancing values-based instruction. Majority of respondents expressed belief that studying Arabic alongside Islamic Studies is essential for overall growth and development of a Muslim.

Abdul-Raheem (2014) argued that following the importance of Arabic language, various agencies, institution and individuals are still trying to reform the curriculum of Arabic language in Nigerian secondary schools to take the form of core subject. Arabic language in its new form takes the second position as elective subject (the 9-year Basic Education Curriculum) for every student, though it is one of the colonisation of Nigeria schools and institutes. In addition, it is learnt at the University level up to doctorate degree (NERDC, 2012). Nevertheless, there are factors that contribute to the poor performance of students in Arabic components of Islamic Studies, these factors include, among others; Teacher's poor mastery of Arabic language, unavailability of Instructional materials and student's lack of Arabic background.

Teaching subject will fail its objectives if the teacher fails to follow appropriate techniques to aid his/ her teaching. For effective teaching and learning to take place, there must be some contributory factors which that facilitate it. Some of these factors include appropriate approaches, methodology and techniques suitable, and adequate instructional resources and teacher's mastery of the subject matter, among others. However, Approaches, methods and technique are inter-related in the teaching and learning process. According to Lawal (2004), approaches comprise one or more methods, a method consists of one or more techniques while techniques refer to the specific steps, actions and activities which either the teacher adopt or initiate at the key stages of introducing, explaining, giving practices, in evaluating or recapitulating his or her lesson. Also, Lawal (2009) posited that approaches are at the ultimate level (long-term), methods exist at the intermediate level (medium term) while techniques revolve around the proximate level (short-term) of teaching and learning process. The word "technique" refers to procedure used in the classroom (Richards and Rodgers, 2001). Techniques include all tasks and activities which are mostly planned and deliberately done on purpose rather than by accident. Lawal (2004) and Olajide (2009) opined

that technique and materials are very central to teaching. Some of the techniques are role-play, demonstration, drills, drama, interviews, dictations and games.

The use of techniques for effective teaching depends on the level of the pedagogical skill of the teacher. This could be why the adoption of particular techniques by different teachers may result in different learning outcomes. Yusuf et al. (2011) submitted that Africa is adversely affected by quantity and quality of teaching and learning techniques. To be conversant with a method is never enough for a teacher but also to be equipped with an appropriate technique for a successful teaching and learning process. If a Islamic Studies teacher teaches a student to memories Al-Qur'an by listening to the recitation from audio tape, which is a technique in teaching Quran memorisation. To truly engage students and ensure effective learning in the Arabic aspects of Islamic Studies, teachers should utilise a diverse toolbox of delivery techniques specifically tailored to lesson content. These techniques can include class discussions, demonstrations, sentence work, small group activities, collaborative learning, shared teaching and learning, copying compositions, educational games, strategic questioning, role-playing, drama and targeted grammar instruction (Abdur-Rafiu, 2014; Ahmad, 2022; Engkizar et al. 2022; Novebri & Sinta, 2020).

In addition, Bamiro (2015) carried out a study in Ijebu-Ode and Odogbolu Local Government Areas of Ogun State to investigate the effect of think-pair-share, guided discovery and lecture methods on senior secondary school achievement in Chemistry. The outcome of the study signified a higher post-test mean score than those in the lecture strategy group. Qaasim and Abubakar (2021) focused their study on evaluating the teaching methods of Arabic and Islamic Studies in senior secondary schools within the Zamfara Central Senatorial Zone, Nigeria. Their findings revealed weak adoption of teaching aids for Islamic Studies, below average relevance of adopted methods to lesson objectives and average display of classroom management skills. Moreover, they observed that there was no recommended textbook for Islamic Studies, only Arabic was used as a medium of instruction where necessary. Additionally, while acquisition of knowledge in Islamic Studies was above average, lessons were weakly presented without proper evaluation or summary at the end. The study further highlighted that Arabic as a subject was reluctantly taught in senior secondary schools within the Zamfara Senatorial Zone.

Also, Novebri and Sinta (2020)'s research highlighted correlation between memorising Qur'anic verses/hadiths with students' achievement rates across subjects relating specifically to these teachings, while Zainal Abidin et al. (2020)'s research indicated differences based on age groups attending Tahfidz Ar-Rifaie Tarakan House alongside different approaches employed during instruction. Also, Engkizar et al. (2022)'s observations revealed several techniques such as talaqqi involving ustadhah reading rules according to Tajwid before memorisation; sima'i involving recording audio via cellphone followed by repetition until verse is memorised; the wahdah entailing repeating each verse about ten times until committed; kitabah requiring rewriting selected Qur'anic verses onto paper prior to committing them memory-wise along with talqin method instructing repeated oral recitation sessions supervised by an instructor respectively.

Small Group Work/Cooperative Technique is a technique in which the classroom is disorganised from its formal setting. Students of different abilities are divided into groups. One of them may be groomed in Arabic language which may help others. This, in turn, is checked by other group members to get rid of spelling mistakes, errors, etc. and it is then responsibility of teacher to correct them. After the correction, each member of the group copies the corrected version into his/her exercise book. It involves keeping a class journal, working together in a project, sharing cultural information and reading together (Freeman, 2000). This technique can be applied to students while teaching Arabic components of Islamic Studies. Finches (2003) proposed that small group work is mandatory for acquisition of knowledge. This type of collaborative learning promotes a conducive classroom environment and mutual cooperation. The stronger members of the group help the weaker ones in the group and the chance of mistakes and grammatical errors reduced. Small group work also helps student to acquire the self-confidence necessary for self-teaching. Also, through peer feedback, students have an increased desire to participate and a greater commitment to learning. Students prefer small group work because it is a way to motivate them to finish a task (Willis, 2002).

Johnson and Johnson (2009) reported in their studies that cooperation experiences promote greater interpersonal attraction and more positive relationship among students than the competitive and the individual's method or technique of teaching and learning. It is also used to develop closer relationship with classmates regardless of ability, level, sex or social class.

Team techniques of teaching clearly increase the behaviour and the perception of giving and receiving help, and also improve interpersonal relationship among those working together. Jul et al. (2022) explored the efficacy of cooperative learning as a teaching strategy for non-native Arabic speakers. Their research revealed that this approach not only promoted academic achievement and skills but also enhanced social interaction and human relations among students. The authors recommended incorporating cooperative learning both in and outside the classes to improve language proficiency, communication abilities and interpersonal connections.

Discussion as teaching technique could be viewed as a situation in which the teacher leads or guides the students in expressing their opinions and ideas with a view to identifying and solving problems collectively (Yusuf et al., 2016). The discussion class is intended to be a free give and take between teacher and students and among students on the current topic of concern in the course. It is characterised by probing questions from the teacher designed to elicit students' interpretations, opinions and questions (Fazalur Rahman et al, 2011). Fazalur Rahman et al. added that the discussion techniques involve the following steps:

Listen with attention when others are speaking. Remain objective, open-minded, respect and accept the contributions of others, but think independently. Not dominate the discussion. Assume responsibility for contributing ideas and for moving the group toward its goal.

Prepare adequately for the discussion and be able to support ideas with factual evidence. Speak loudly and clearly enough for all to hear. Not be offended when the group does not accept one's ideas or suggestions.

Ask for clarification of ideas that are not understood. Have confidence in the ability of the group to come to a satisfactory decision and support the decision of the group once it has been made.

Class Discussion Technique motivates students to pay attention. It develops communication and collaboration skills, and it makes classroom more conducive. All students are expected to be active during a good discussion period. Classroom instruction is intended to encourage long-term orientation through critical thinking. Also, class discussion promotes learning in new settings. This technique could be very relevant during the teaching/explaining some Arabic components of Islamic Studies to students in the class. In addition, Shared Teaching and Learning Technique involves exchanging of letters, notes and

journals by students. Hedge (2005) proved this technique effective in teaching written composition. This is applicable to Islamic Studies students in a classroom setting when sharing Arabic notes and materials among themselves. Discussion method is described as an approach where teachers and students share ideas and compare views on a given problem or situation under guidance from the teacher with the assumption that students have background knowledge on the topic under discussion (Abdulganiyu et al., 2021). This method can be utilised to teach various topics in Islamic Studies like polygamy in Islam, causes of divorce and forms of divorce, conditions governing zakat, sawm, Qur'anic and Hadith texts, etc.

Questioning Technique refers to the different ways in which questionnaires are presented to students while doing learning research on a specific topic of the research is properly constructed and presented to the students, it could generate valuable information in response. Such as Arabic research which requires questionnaires to be presented to Arabic students (Badmos, 2020). On the other hand, Role-play Technique is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and to try different strategies in a supported environment (Corey, 2017). This is done by involving the students to play an important role in Arabic lesson in classroom situation.

Demonstrating technique is one of the effective techniques to improve vocabulary and grammar element in teaching speaking at EFL learners because it can change the classroom situation into a positive, active and fun learning experience. Demonstration is very useful in teaching vocabulary for students at the beginner level to encourage and motivate the students to learn the language. It is an interesting technique that gives materials in a simple way that match with the EFL learners' characteristic. It changes the atmosphere of the class into the fun class situation, avoids boring drills, and encourages students to be enthusiastic. In addition, demonstration technique presents the material for teaching in a way that relates the subject matter to the real -life situation (Husnu, 2018). Alhirtani (2020) investigated the use of modern teaching methods by Arabic language professors at Premier University during higher education. Employing an analytical descriptive methodology based on survey data analysis, the study found that lectures were the most common method used while laboratories were the least utilised option. Common reasons for avoiding certain techniques included large class

sizes, difficulties in controlling students' behaviour and lecturers' inability to implement some strategies effectively.

From the foregoing, it has been established that the roles of techniques are vital to the teaching and learning process as they enhance instruction and also help to concretise abstract ideas. Effective teaching methods play a crucial role in enhancing students' academic performance in Islamic Studies. For example, the discussion method can facilitate collaboration between teachers and students, while adapting Qur'an memorisation technique can help students improve their Qur'anic knowledge. The importance of adapting teaching methods to student needs cannot be overstated. It is crucial to recognise that some techniques may not work for every student. For instance, some students may find it challenging to memorise verses through repetition or writing, while others may struggle with listening and repeating. Therefore, teachers should explore different teaching techniques and adapt them according to each student's needs. Teachers must consider each student's learning style, age and cultural background when selecting the most appropriate method for teaching Islamic Studies. This approach ensures that students are engaged in the learning process and can achieve better academic outcomes. Additionally, recognising the challenges of Arabic language skills and adapting techniques to student needs can help overcome obstacles in learning Islamic Studies.

Research Problem

The effectiveness of the technique used in teaching Arabic components of Islamic studies could not be undermined. Learners generally have problems in Arabic components of Islamic Studies in Nigerian schools, including some junior secondary school students. This may affect their understanding of the Qur'an, Hadith and other Arabic related aspects of Islamic Studies and may reduce their interest in the subject. It is not clear if the teachers are using the appropriate approaches, methods and techniques or the instructional resources needed are available. For instance, about 95% of teachers used teacher-centered method while teaching is usually followed by note writing with the most accessible instructional resource which is Textbook (Quran and Hadith). Similarly, language laboratory to aid the teaching and learning of Arabic may not be in place and another major problem may be poor mastery of Arabic language of some Islamic Studies teachers because only two Junior secondary school (Queen Elizabeth school

and Federal Government College) in Ilorin, Kwara State, Nigeria has language laboratory while 10% of the Islamic Studies teachers have Arabic language background. While Arabic is a critical component for understanding Islamic Studies, its effective teaching in Nigerian schools remains a concern. Several studies on teaching Islamic Studies have been carried out by different researchers including Salako et al. (2013), Bamiro (2015), Azlina and Adnan (2019), Abdulganiyu et al. (2020), Qaasim and Abubakar (2021), Jul et al. (2022) on techniques and methods secondary school teachers use to facilitate learning in the classroom. Qaasim and Abubakar (2021) highlighted issues like underutilised teaching aids, limited alignment of methods with objectives, and a lack of standardized textbooks. This raises the quest for investigating whether the techniques currently employed in teaching the Arabic components of Islamic Studies in junior secondary schools are sufficient for optimal student learning and achievement. It is against this backdrop that the current study was carried out and subsequently constituted the gap which the study sought to fill.

Research Aims and Questions

This study analyses teachers' techniques used in teaching Arabic components of Islamic Studies in junior secondary schools in Ilorin,

Specifically, it seeks to find out:

- a. the common techniques used in teaching Arabic components of Islamic Studies
- b. the differences in the techniques used by male and female teachers for teaching Arabic components of Islamic Studies.
- c. the difference in the techniques used for teaching Arabic components of Islamic Studies by qualified and unqualified teachers
- d. the difference in the techniques used for teaching Arabic components of Islamic Studies by very experienced, experienced and less experienced teachers
- e. the difference in the techniques used for teaching Arabic components of Islamic Studies by public and private school teachers

Research Questions

The following questions were raised and answered in this study:

1. What are the common techniques used for teaching Arabic components of Islamic Studies in junior secondary schools?
2. Do Islamic Studies teachers differ in the techniques used in teaching Arabic components of Islamic Studies in junior secondary schools based on their gender?
3. Do Islamic Studies teachers differ in the techniques used in teaching Arabic components of Islamic Studies in junior secondary schools based on their qualifications?
4. Is there any difference in the techniques used for teaching Arabic components of Islamic Studies in junior secondary schools based on teaching experience?
5. Is there any difference in the techniques used for teaching Arabic components of Islamic Studies in junior secondary schools based on school type?

Research Hypotheses

Based on research questions, the following hypotheses were formulated:

Ho1: There is no significant difference in the techniques used by male and female Islamic Studies teachers in teaching Arabic components of Islamic Studies.

Ho2: There is no significant difference in the techniques used by qualified and unqualified Islamic Studies teachers in teaching Arabic components of Islamic Studies.

Ho3: very experienced, experienced and less experienced Islamic Studies teachers do not differ in the techniques used in teaching Arabic components of Islamic Studies

Ho4: No significant difference exists in the techniques used by public and private school Islamic Studies teachers in teaching Arabic components of Islamic Studies.

Methodology

This study adopted a descriptive survey research type. Descriptive research examines critically, a phenomenon or an event exactly how the situation is and reports on it as it is. It also encompasses a measurement procedure that involves asking questions from respondents. The descriptive survey gives a picture of a situation or a population i.e. it specifies the nature of a given phenomenon (Singh, 2023). Therefore, this is considered best for the study because it enabled a

thorough analysis of junior secondary school teachers' techniques used in teaching Arabic components of Islamic Studies in Ilorin, Kwara State, Nigeria with utmost ease. The population for this study was all the three thousand, two hundred and forty-three (3243) teachers in all the two hundred and thirty (230) junior secondary schools in Ilorin Metropolis. Ilorin consists of three local governments: Ilorin West, South, and East Local Government Areas while the target population was all three hundred and eighty-seven (387) Islamic Studies teachers in all the two hundred and thirty (230) junior secondary schools in the Metropolis. Convenience sampling was adopted in selecting 210 teachers among the three hundred and eighty-seven (387) Islamic studies teachers available in the metropolis (80 teachers in Ilorin West, 60 teachers in Ilorin South and 70 teachers in Ilorin East) and this constituted the study sample. Simple random sampling technique was adopted in selecting thirty (30) public schools from each of the three Local Government Areas which amounted to ninety (90) public schools and twenty (20) private schools from each of the three local government which amounted to sixty (60) private schools in which both the public and private junior secondary schools totaled one hundred and fifty (150) out of the two hundred and thirty (230) available junior secondary schools in Ilorin Metropolis because it allows random selection of a subset of participants from the population.

The instrument for this study was a researcher-designed questionnaire. This questionnaire comprised two distinctive sections A and B. Section A contains items on demographic information of the respondents including gender, qualification, experience and school type. Section B contains items on different techniques used by junior secondary school teachers in teaching Arabic components of Islamic Studies. Each technique has 4 response options against it and respondents are instructed to tick one of the responses based on how frequent each technique is used. The response options are: Always (A) = 3 points, Often (O) = 2 points, Seldom (S) = 1 points, Never (N) = 0 point.

The instrument was presented to three specialists in Test and Measurement, Arabic and Islamic Studies Education for both face and content validation. Their observations and suggestions were incorporated before the final draft was done and administered. The reliability of the instrument was obtained by administering the test on 50 randomly selected respondents that are not part of the main sample using test re-test

technique in a time interval of two weeks. A reliability coefficient of 0.75 was obtained. The instrument was administered after due permission from the authority of the sampled schools. The respondents were informed (Islamic Studies teachers) about the purpose of the questionnaire which allay any fear that might arise and the copies of the questionnaire were thereafter administered to the respondents and collected on the spot for analysis.

Percentage was used to describe the demographic characteristic of the respondents while mean and standard deviation was used to answer the research question 1. The other research questions were answered through their corresponding hypotheses. Hypotheses 1, 2 and 4 were tested using t-test statistics while hypothesis 3 was tested using One-way Analysis of Variance (ANOVA). All the hypotheses were tested at 0.05 significant level. Thematic analysis was employed in answering the open-ended items.

Data Analysis and Results

The data analysis and interpretation of data collected through the use of questionnaire on the Analysis of Junior Secondary School Teachers' Techniques used in Teaching Arabic Aspect of Islamic Studies in Ilorin, Kwara State, Nigeria. The data collected were analysed using descriptive and inferential statistics. The results were presented as follows:

Results in Table 1 show that out of 210 respondents involved in this study, 155 (73.8%) were male while female respondents were 55 (26.2%). It is shown that 18 (8.6%) of the sampled respondents had Nigerian Certificate in Education, 20 (9.5%) of the respondents had Bachelor of Art in Islamic Studies, 53 (25.2%) had Bachelor of Art in Education in Islamic Studies, 30 (14.3%) had Bachelor of Art in Islamic Studies (PGDE), 37 (17.6%) had Master of Art in Education in Islamic Studies, 25 (11.9%) had Master of Art in Islamic Studies. The table 1 further revealed that, 13 (6.2%) had Doctor of Philosophy in Education in Islamic Studies while 14 (6.7%) had Doctor of Philosophy in Islamic Studies.

In the same vein, 41 out of 210 respondents had an experience of 1-5years with the percentage of 19.5%, 106 of them had an experience of 6-9yrs with the percentage of 50.5% and 63 of them had an experience of 10 years and above with the percentage of 30%. This implies that out of 210 sampled respondents. 63 of them are very experienced teacher, 106 of them are experienced teachers while 41 of them are less experienced Islamic studies teachers.

Furthermore, 90 out of 150 respondents were from public schools with the percentage of 71.4% while 60 of the respondents were from private schools with the percentage of 28.6%. The analyses were guided by the research questions and hypotheses formulated for the study.

Participants' responses on the techniques commonly used were subjected on the item-by-item using mean statistics. The mean scores of the items were subjected to the grand mean (i.e. mean of mean) to determine the techniques commonly used. Thus, items found with the grand mean scores closed to 4, 3, 2, and 1 were remarked as always, often, seldom and never respectively.

Table 1: Demographic Characteristics of Respondents

Variables	Frequency	(%)
Gender		
Male	155	73.8
Female	55	26.2
Qualification		
NCE	18	8.6
B.A. Islamic Studies	20	9.5
B.A. (Ed) Islamic Studies	53	25.2
B. A. Islamic Studies	30	14.3
PGDE		
M.A. (Ed) Islamic Studies	37	17.6
M. A. Islamic Studies	25	11.9
Ph.D. (Ed) Islamic Studies	13	6.2
Ph.D. Islamic Studies	14	6.7
Teaching Experience		
1-5yrs	41	19.5
6-9yrs	106	50.5
10yrs and above	63	30
School Type		
Public	90	71.4
Private	60	28.6

Source: Fieldwork, 2022

Research Question One: *What are the common techniques used for teaching Arabic components of Islamic Studies in junior secondary schools?*

Results in Table 2 show that six teaching techniques were selected for the purpose of this study. Small group work/cooperative technique has the mean score of 1.82 (.49), discussion technique e.g. Game has the mean score of 3.96 (.45), questioning technique has the mean of 3.75 (.78), role play technique has the mean score of 1.81 (.58), share teaching and learning technique has the mean score of 3.11 (.47) and demonstration technique has the mean score of 0.74 (.38). Thus, the commonly techniques used for teaching Arabic components of Islamic Studies in

junior secondary schools are discussion technique with the mean score of 3.96 and standard deviation of .45 and questioning technique with the mean score of 3.75 and standard deviation .78 respectively.

Research Hypothesis One: *There is no significant difference in the techniques used by male and female Islamic Studies teachers in teaching Arabic components of Islamic studies.*

Results in Table 3 reveal that the calculated t-value is 4.213 with 208 degrees of freedom computed at 0.05 significance level, since the calculated level of significance (.003) is lesser than critical level of significance, hypothesis 1 is rejected while the alternative hypothesis is accepted. Therefore, the hypothesis which states that there is no significant difference in the techniques used by male and female Islamic Studies teachers in teaching Arabic components of Islamic Studies was rejected. This implies that male and female teachers significantly differ in their

choice of techniques in teaching Arabic components of Islamic Studies.

Research Hypothesis Two: *There is no significant difference in the techniques used by qualified and unqualified Islamic Studies teachers in teaching Arabic components of Islamic Studies.*

Results in Table 4 reveal that the calculated t-value is 4.524 with 208 degrees of freedom computed at 0.05 significance level, since the calculated level of significance (.000) is lesser than critical level of significance, hypothesis 2 is rejected while the alternative hypothesis is accepted. Therefore, the hypothesis which states that there is no significant difference in the techniques used by qualified and unqualified Islamic Studies teachers in teaching Arabic components of Islamic Studies was rejected. This implies that teachers' qualifications significantly influence their choice of techniques for teaching Arabic components of Islamic Studies.

Table 2: The Summary Statistics of Teaching Techniques Commonly Employed to Teach Arabic Components of Islamic Studies

S/N	Techniques	X	SD	Remark
1	Small Group Work/Cooperative Technique	1.82	.49	Seldom
2	Discussion Technique e.g. Game	3.96	.45	Always
3	Questioning Technique	3.75	.78	Always
4	Role Play Technique	1.81	.58	Seldom
5	Share Teaching and Learning Technique	3.11	.47	Always
6	Demonstration Technique	0.74	.38	Never

Source: Fieldwork, 2022

Table 3: T-test showing the Differences in the Techniques Employed by Male and Female Teachers in Teaching Arabic components of Islamic Studies

Gender	N	X	SD	Df	t-cal	Sig (2-tail).	Decision
Male	155	14.3443	3.6754	208	4.213	.003	Ho2
Female	55	16.5643	2.4563				Rejected

Sig.p<0.05 (Rejected)

Table 4: T-test showing the Differences in the Techniques Employed by Qualified and Unqualified in Teaching Arabic components of Islamic Studies

Gender	N	X	SD	Df	t-cal	Sig (2-tail).	Decision
Qualified	151	13.2726	2.8796	208	4.524	.000	Ho2
Unqualified	59	17.3671	3.2781				Rejected

Sig.p<0.05 (Rejected)

Research Hypothesis Three: *There is no significant difference among very experienced, experienced and less experienced Islamic Studies teachers techniques used in teaching Arabic components of Islamic Studies.*

As shown in Table 5, the F-value of 4.999 with a p-value of .84 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 there is no significant difference among very experienced,

experienced and less experienced Islamic Studies teachers techniques used in teaching Arabic components of Islamic Studies is rejected. This implies that there is significant difference among very experienced, experienced and less experienced teachers on their choice techniques used in teaching Arabic components of Islamic Studies.

Research Hypothesis Four: *There is no significant difference in the techniques used by Public and Private Islamic Studies teachers in teaching Arabic components of Islamic Studies.*

Results in Table 6 reveal that the calculated t-value is 6.114 with 208 degree 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. Therefore, hypothesis which states that there is no significant difference in the techniques used by public and private Islamic Studies teachers in teaching Arabic components of Islamic Studies was rejected. This implies that public and private schools' Islamic Studies teachers differ in their choice of techniques used in teaching Arabic components of Islamic Studies.

Table 5: ANOVA Summary of the Variations in Teachers' Choice of Techniques for Teaching Arabic Components of Islamic Studies

Source of Variable	Sum of Square	df	Mean Square	F	Sig.	Decision
Between Group	11.087	2	5.543	4.999	.000	Ho3 Rejected
Within Group	229.563	207	1.109			
Total	240.650					

*Significant $P < .05$

Table 6: T-test showing the Difference Between Public and Private Islamic Studies Teachers in Teaching Arabic components of Islamic Studies

School Type	N	X	SD	Df	t-cal	Sig (2-tail).	Decision
Public	150	14.8738	3.7638	208	6.114	.000	Ho4 Rejected
Private	60	19.4637	5.3782				

Sig. $p < 0.05$ (Rejected)

Discussion of Findings

This study investigated the techniques used by Islamic Studies teachers in junior secondary schools to teach Arabic components.

The Most Employed Techniques

The most prevalent techniques were discussion (mean score 3.96) and questioning (mean score 3.75). These findings align with previous research by Abdu-Raheem (2010), Fazalur Rahman et al (2011), Ademola (2015), and Nahla (2019). These studies all highlighted the effectiveness of discussion in fostering active learning and critical thinking compared to passive information reception. Discussion techniques encourage students to move beyond simply receiving information and engage in analysis and interaction, as noted by Abdulganiyu et al. (2021). While memorization techniques can be valuable for retaining information like Qur'anic verses or hadiths (Novebri &

Sinta Dewi, 2020), discussion fosters deeper understanding.

Questioning techniques were also found to be widely used. This aligns with Shanmugavelu et al. (2020) who emphasised the importance of questioning in stimulating students' interest, motivation, critical thinking and creative thinking skills.

The Importance of Effective Methods and Teacher Development

The study also revealed a potential link between ineffective teaching methods and poor student performance. This aligns with Qutub (2017), Salako (2020), Yoloye (2008), Ajidagba (2014), and Balogun (2013) who suggested that poor student performance might be linked to inappropriate teaching methods. These findings highlighted the need for ongoing professional development opportunities to equip Islamic Studies teachers with a wider range of effective teaching techniques.

Factors Influencing Technique Choice

The study also found that teacher gender, qualifications, experience, and school type (public vs. private) all influenced the choice of teaching techniques.

Gender: This finding contrasts with the submission of Ademola (2017) who suggests no significant difference in male and female teacher effectiveness. Further research may be needed to explore this in the context of Islamic Studies education.

Qualifications: The study suggests qualified teachers are more likely to use a variety of techniques, aligning with the National Policy on Education (Federal Republic of Nigeria, 2013) which emphasizes the role of teacher qualifications in effective teaching methods.

Experience: Similar to Adeola (2018), the study suggests that experienced and qualified teachers are more likely to use techniques that cater to student learning styles and capabilities, whereas less experienced teachers may struggle with this.

School Type: The finding that public and private school teachers use different techniques aligns with Ajidagba (2004) who observed private school teachers potentially using more effective methods. However, further research is needed to explore the reasons behind this difference.

Limitation

It is pertinent to note that this study focused mainly on the techniques of teaching Arabic components of Islamic Studies in junior secondary schools in Ilorin in which quantitative method was adopted for data collection and analysis. Despite the fact that the study was an empirical one, the findings could not be generalised as they may not be applicable to other regions in Nigeria or countries with different cultural and educational contexts. In addition, only the intervening variables of gender, qualification, teaching experience and school proprietorship were examined as factors influencing teachers' choice of instructional techniques in teaching Arabic components of Islamic Studies. Other factors such as curriculum requirements, teacher training, or resource as they relate to teachers' choice of teaching techniques were not examined.

Conclusion and Recommendations

This study concluded that the most commonly used techniques for teaching Arabic components of Islamic Studies in junior secondary schools include,

discussion, questioning, share teaching and learning, small group work/cooperative, role-play and demonstration. Based on the finding of this study, it was recommended that Islamic Studies teachers should employ the use of various modern techniques of teaching Arabic components of Islamic Studies such as smart card, projector, gaming, etc. while discussion, questioning and share teaching and learning techniques should be effectively used during the teaching of Arabic components of Islamic Studies to enhance learning outcome.

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