

**ASSESSMENT OF THE IMPLEMENTATION OF ENGLISH AND
MATHEMATICS CURRICULA IN SENIOR ARABIC AND
ISLAMIC SECONDARY SCHOOLS IN KANO METROPOLIS**

BY

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APPROVAL PAGE

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I certify that this research work was conducted, written and compiled by me. I also certify that to the best of my knowledge, this work has never been presented holistically or partially for the award of any degree or publication elsewhere.

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DEDICATION

This dissertation is dedicated to my parents Mallam Abdullahi Abubakar and Malama Hauwau Yahya for inspiring in me the love of seeking knowledge and understanding.

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Abstract

The main purpose of this study was to assess the implementation of English and Mathematics curricula in Senior Arabic and Islamic Secondary Schools in Kano Metropolis. Four research questions were formulated to guide the study. The study was descriptive survey design. The population of the study was 28 principals, 100 English teachers and 60 Mathematics teachers from 28 Senior Arabic and Islamic Secondary Schools, which made the total of 188 populations, simple random sampling technique was used to select 20 principals, 70 English teachers and 42 Mathematics teachers which made the total of 132 as sample size. A modified 4 point Likert Scale questionnaire was used for data collection. There were two types of the instruments, one for principals and the other one for teachers. Adapted instrument titled CIED was used to measure the competency of teachers, acceptability of the curricula and availability of human and material resources (TCACAHMR). The one for teachers was self-design questionnaire titled as Content of English and Mathematics curricula of NBAIS, (CEMCTQ). The instruments were validated by experts from the Department of Education. The Spear Man Rank Order were used to establish the reliability of the instruments by using split half method and the results was 0.80 and 0.72 respectively. The data was analyzed by using descriptive statistics i.e. mean, standard deviation, frequency count and percentage. The findings revealed that majority of teachers were competent in handling the implementation of English and Mathematics curricula of NBAIS and the community also is committed towards the successful implementation of English and Mathematics curricula. But there were inadequate human and material resources for the successful implementation of English and Mathematics curricula of NBAIS. Based on the research findings the study recommended among others that adequate human and material resources should be provided for the successful implementation of the curricula in Senior Arabic and Islamic Secondary Schools in Kano Metropolis.

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LISTS OF ABBREVIATIONS

IIEP: Islamic Integrated Education Programme.

NECO: National Examinations Council.

NBAIS: National Board for Arabic and Islamic Studies.

KSSSMB: Kano State Senior Secondary Management Board.

NERDC: Nigerian Educational Research and Development Council.

IRE: Islamic Religious Education.

IRK: Islamic Religious knowledge.

CRK: Christian Religious Knowledge

SAISSCE: Senior Arabic & Islamic Secondary Schools Certificate Examination.

HIS: Higher Islamic Studies.

SIS: Senior Islamic Studies.

S.D: Standard Deviation

NBAIS: National Board for Arabic & Islamic Studies

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The religion of Islam and its education came to Nigeria through the ancient Kanem-Borno Empire, covering the present Borno, Bauchi and part of Gongola States (Fafunwa, 1974 & Abdulkarim, 1990). It was further argued that the Empire later extended to the Lake of Chad and to far North. Through trade and diplomatic ties, Kanem had become a centre of Islamic education. By the end of 12 century AD, renowned Muslims scholars and teachers from Timbuktu in Mali were found in the Empire advancing the Islamic education. From this point of view, the education spread to Kano and Katsina. The Jihad of Shaykh Usman Danfodio in 1804 did not only lead to the widespread of the religion of Islam and its education in the Northern and to some extent; the south western part of Nigeria, it also revived the genuine Islamic practices there. Islamic education was not certificate base initially but later, after the integration of Islamic education in secular around 1930 and 1942 respectively, the certificate issues to its graduates.

The programme of Islam-Based Education in Nigeria has been a long process in the history of the country as well as the history of Nigerian Education. It has a different angle of perspectives. It can be looked from the direction of Qur'anic schools only, Madrasah Schooling System, Islamiyya Schools and so on and so forth. In the informal system of Islamic education, the certificate is not given much consideration, no examination as well as time of graduation (Yusuf, 2008). This is because Muslims are urged to learn from cradle to grave. After some years, the system was integrated into secular system of education. The first method of introducing the secular subjects into Arabic and Islamic Institutions was used in Katsina College in the year 1930; it broadened its curricula by introducing Science, English, Arithmetic and so forth. The method also led to the conversion of the then Northern

Provinces Law Schools which was meant for the training of Qadis (judges) to the School of Arabic Studies in 1947. In the School, English and Arithmetic were taught in addition to other Arabic Studies. This method assisted in the production of junior primary school teachers and it admitted students of ilmi schools who had never attended any primary schools. The opportunity created by this method paved way for the students of Islamic education to pursue their education up to university level in London, Cairo, Khartoum and Libya.

The National Board for Arabic and Islamic Studies, Ahmadu Bello University, Zaria, became the first Board which adapted the real integration that can be realized, that was 1959/60. It produced Judges, Barristers, Ambassadors excetra who were knowledgeable in Islamic and Western Education. The National Board for Arabic and Islamic Studies (NBAIS) was established by the law no. 10 in the year 1959/60 as a unit under the defunct Northern Nigerian Ministry of Education Headquarter Kaduna, by Sir Ahmadu Bello the Sardauna of Sokoto, for the purpose of producing judges who are knowledgeable and vast in Islamic education as well as western education. The unit was responsible for supervision, curriculum development, examination and issuance the certificate of Senior Arabic and Islamic Secondary Schools, under the authority of Nigerian Ministry of education headquarter in Kaduna. With creation of the first 12 States in Nigeria, the activities of the unit were transferred to institute of Education Ahmadu Bello University, Zaria, in 1968/69 with promotion to a Board for Northern Nigeria.

Curricula of NBAIS contains all the subjects that are taught in conventional Secondary Schools with only difference in Arabic Studies, Islamic Studies and Qur'anic studies where these three subjects considered as compulsory for both Junior and Senior Arabic and Islamic Secondary levels, unlike in conventional secondary schools where Islamic Studies considered as elective for Senior classes. But Qur'anic Studies is only for Tahfeez

and Tajweed (Qur'anic memorization and rules of reciting the Holy Qur'an). The medium of instruction is Arabic, English and three major Nigerian languages (Hausa, Igbo and Yoruba). Arabic language, Islamic studies and Qur'anic studies are taught in Arabic language. English, Mathematics, Computer studies, Social studies, Government, Agric, Home Management (For Female students), Health Education, Biology, Chemistry, and Physics etc, are taught in English. And Native languages of the students are taught in their own languages.

Among the general objectives of this notable examination body as mentioned in their mission statement, is to enhance the study of Arabic and Islamic studies and other conventional subjects in its schools as contained in its curricula. It also examines and assesses the candidates in order to issue them with its certificate known as Senior Arabic and Islamic Secondary School Certificate (SAISSC). It is the objective of NBAIS, to cater for the education of all groups in the society who do not want to send their children to the conventional secondary school because of their love for learning Arabic and Islamic studies only. It is the objective of NBAIS too, to be in the frontline in realizing the ambitions of the Federal Government of Nigeria in its programme for the full integration of western and Islamic Education Programme, the promotion of Qur'anic schools and the Madrasah system of Education in the country.

These objectives are in line with the basis of Nigeria's philosophy of education which is based on: a) the development of individual into a sound and effective citizen;

b) the full integration of the individual into the community; and c) the provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal schools system. (Funso, 2014).

For the curriculum implementation to be successful, different people need to work together to achieve the stated aim, these include teachers, parents, students, government etc. Teachers are

considered as the most important persons in the curriculum implementation process why because, without their knowledge, experience and competency, the achievement will not be realistic. This means that they need to be trained on philosophy of the programme, contents of the curriculum as well as pedagogical approach (Garba, 1996)

Beside the teachers, parents or community play an important role in successful implementation process. For example, when parents or community see a subject being taught in a way that is unfamiliar to them, they naturally have questions about what is going on, and they may feel confused. To be successful, any new curriculum needs to be embraced by the community. In a nutshell, there is a need of all relevant human and material resources as guided by Fullan and Pomfret (1977) as cited in Faisal (2012)

1.2 Statement of the Problem

This research intends to assess the implementation of English and Mathematics curricula that are being implemented in the year 2011 and controlled by NBAIS. The researcher realized that some teachers are not competent enough to handle the implementation of English and Mathematics curricular of NBAIS. The importance of teachers in the implementation of educational policy, curriculum or course offering cannot be over emphasized. Conversely, the policy that all teachers in educational institutions should be professionally trained appears to be the most unfulfilled goal (Ogar 2012). It is observed that fundraising, provision of facilities and decision-making through Parent- Teachers association's meetings is immensely contributed to curriculum implementation, but unfortunately, some parents are not contributing for the implementation to be successful. According to Oneachu (2008), instructional materials serve as alternative channels of communication which a teacher can use to compress information to make them more vivid to the learners. Despite the fact that human and material resources are necessary in the

implementation of English and Mathematics curricular, the researcher noticed that some of the Schools are facing problems of human and material resources. English and Mathematics serve as general pre-requisite for entering into Nigerian tertiary institutions, as such, the two subjects are considered as core subjects in senior Arabic and Islamic secondary schools curricula provided by NBAIS. However, despite the importance of the subjects, to the best of the researcher's knowledge no study was carried out to investigate the implementation of English and Mathematics curricula in Senior Arabic and Islamic Secondary Schools in Kano Metropolis.

1.3 Objectives of the Study

The main objective of this study is to assess the implementation of English and Mathematics curricula in Senior Arabic and Islamic Secondary Schools in Kano metropolis. Specifically, the following objectives are stated: To assess the contents of English and Mathematics curricula of NBAIS

1. To assess the contents of English and Mathematics curricula of NBAIS;
2. To assess the competency of teachers towards the implementation of English and Mathematics curricula of NBAIS;
3. To find out the level of acceptability and commitment of the community towards the implementation of English and Mathematics curricula of NBAIS;
4. To examine the availability of human and materials resources for the successful implementation of English and Mathematics curricula of NBAIS;
5. To measure the methods used in teaching English and Mathematics curricular of NBAIS

1.4 Research Questions

The following questions were raised to guide the study:

1. What are the contents of English and Mathematics curricular of NBAIS?
2. What is the level of the competency of teachers in handling the implementation of English and Mathematics curricula of NBAIS?
3. What are the level of acceptability and the commitment of the community towards the implementation of English and Mathematics curricula of NBAIS?
4. How adequate are provisions of human and materials resources for the successful implementation of English and Mathematics curricula of NBAIS?
5. What are the methods used in teaching English and Mathematics curricula of NBAIS?

1.5 Significance of the Study

The significance of this study cannot be overemphasized. Because the research will benefit the Federal agencies who are related to educational activities, which include; Nigerian Educational Research and Development Council (NERDC), National Council on Education (NCE) as well as Federal Ministry of Education (FME). All these three agencies played a role in the transforming and producing the current version of English and Mathematics curricula of NBAIS. The benefit of this research also, involves the Nigerian universities in line with their admission process. The findings of this research vehemently help the National Commission for Colleges of Education (NCCE) and Nigerian Colleges of Education in guidelines of their admissions and also in developing their curriculum. It is clear that the programme of Qur'anic memorization (Tahfeez) for Senior Arabic and Islamic Secondary School was one of the factors contributed to the introduction of Nigerian Certificate in Education (NCE) programme and Diploma in Qur'anic Sciences in some Nigerian Colleges of Education.

The school managers, teachers of public and private schools in Arabic and Islamic Secondary can benefit from the research work through improving their pedagogical approach, evaluation etc. The finding of this research is also, useful to Qur'anic and Islamic research centers in Nigeria and the world at large. The research also contributes to the ongoing discussion about Faith-Based Education System in a secular and pluralistic context at international level and Nigeria in particular. The findings of this study not only provide insight for Islamic Education practitioners in NBAIS, but also contribute to the serious discussion about the future of Islamic Studies (IRK)/Christian Religious Studies (CRK) curricula of conventional secondary schools within the context of multicultural country like Nigeria. Furthermore, the research equally assists the officials of NBAIS to realize their shortcomings and make an update in their programme.

The research also serves as guidance for the students of NBAIS as well as their parents in choosing the appropriate career of their own interest. Generally, educational researchers may find the research very useful and interesting.

1.6 Scope and Delimitation of the Study

This research is aimed at assessing the implementation of English and Mathematics curricular of Senior Arabic and Islamic Secondary Schools in Kano metropolis. The National Board for Arabic and Islamic Studies (NBAIS), in collaboration with NERDC has developed (9) subject curricula at Senior Arabic and Islamic secondary schools in Nigeria. Therefore, the scope of this study covered only two Subjects i.e. NBAIS English and Mathematics curricula, NBAIS English and Mathematics teachers and Principals of Senior Arabic and Islamic Secondary Schools in Dala, Municipal and Nassarawa Education zones of Kano State. The study is delimited to this area due to certain reasons which include time factor, financial constraints and proximity of the researcher to the study area.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews literature related to the topic; Assessment of the Implementation of English and Mathematics curricula in Senior Arabic and Islamic Secondary Schools in Kano metropolis. The review is based on the major variables of the study and other related issues. The chapter focuses on the theoretical framework of the study as well as the empirical study under the following sub-headings: models of curriculum implementation, indices of curriculum implementation, curriculum implementation as a change process, types of curriculum change, resistance to curriculum change, review on Islam-Based education curriculum, Islam-Based education curriculum during the early period of Islam, Development of Islam-Based education curriculum after the establishment of Madrasah, Islamic Based institutions in Nigeria, NBAIS and the trends of Islamic Based institutions in Nigeria, an overview of NBAIS curriculum, Break down of English Mathematics curricula of NBAIS, related empirical studies, summary and uniqueness of the study.

2.2 Theoretical Framework

One of the early contributions to the theory of curriculum implementation was that of Schon (1971), Faisal (2012). He based his theory on the observed technological changes which he described as “pervasive”. Blenkin et al (1975) thoroughly examined these models of Schon and discovered that his main focus was continuing process of transformation. Schon then posits that institutions called “learning system” should be developed in order to bring about their own continuing transformation. Thus, his centre of focus is system of diffusion. Ivowi (2008) identified three evolving models from Schon’s work:

- I. Centre Periphery Model (CPM)
- II. The Proliferation Centre Model (PCM)
- III. Shifting Centre Model (SCM).

This study is hinged on only two models of curriculum implementation which are Centre Periphery Model and Proliferation Centre Model.

I. Centre Periphery Model (CPM)

In this model, the implementation is centrally controlled either by the government or an agency. The experts that monitor the implementation, the resources required and the training facilities are all centrally controlled by the agency charged with the responsibilities for the implementation spreads or diffuses into the periphery or other parts (Schon, 1971 cited in Faisal 2012). For the system to work effectively there is a need for adequate communication network, effective supply of materials and a constant monitoring of feedback for the periphery.

Thus, the linkage of this Model to the study is that, The National Board for Arabic and Islamic Studies as National Examination Body which is responsible for curriculum development, evaluation and issuance of the certificate of Senior Arabic and Islamic Studies; are working with Kano State Senior Secondary Schools Management Board to ensure the successful implementation of English and Mathematics curricular. This means that NBAIS serves as Centre while Kano State Senior Secondary Schools Management Board serves as periphery.

II. Proliferation Centre Model (PCM)

According to Schon (1971 cited in Ben-Yunusa 2008), the proliferation of centre model maintains that in implementation there should be both primary and secondary implementation centres. The primary centres are responsible for managing the secondary

centres. They provide them with training materials and the resources model. The secondary centres engaged in diffusing or spreading the change in their individual area of control. Ben-Yunusa (2008) added that this resembles what have in the National Primary Education Commission (now UBEC). The commission means the primary school Board at National level, while the State Boards coordinate the affairs in the various local governments and feedback to the commission. For this to succeed there should be sufficient materials and training facilities at the centres. There should also be an effective communication network, adequate finance and effective supervision.

Therefore, the linkage of this model to the study is that, the National Board for Arabic and Islamic Studies (NBAIS) serves as primary centre which is responsible for managing Senior Arabic and Islamic Secondary Schools in Kano State.

2.3 Indices of Curriculum Implementation

As stated by Fullan and Pomfret (1977) cited in Faisal (2012), effective implementation of innovations requires time, personal interaction and contacts, in-service training and other forms of people-based support. Curriculum implementation requires winning people over and it takes time. Teachers need to feel appreciated and their efforts recognized. Some may argue that they should be given financial rewards but there is evidence to suggest that external motivation contributes minimally to the venture. Individuals contribute their best talents when they are internally motivated and derive a good feeling from being involved. This means that adequacy of equipment, facilities and general resources required for the successful implementation of a new curriculum. Time available for preparing and delivering the requirements e.g. teachers need enough time to develop their own understanding of the subject they are required to teach. There must be also a professional support for teachers from both within the school and outside e.g. opportunities to receive

ongoing curriculum professional support as well as professional knowledge. Garba (1996) explained that participants in curriculum implementation refer to those individuals, government and non governmental agencies that are responsible for implementing any change in education.

For the successful Implementation of any curriculum there must be adequate human and material resources, each one is a “Key player” in the change process. Without the coordinated involvement of these individuals, the implementation of the curriculum programme will encounter many problems. Among the key players identified are: teachers, students, principals/headmasters, assistant principals, district education officers, state education officers, curriculum developers, academics, parents, interested political officials and lay citizens. In a centralized system, the national curriculum is developed at the national level and passed on to the individual districts and schools to be implemented.

2.3.1 Teachers

Without a doubt, the most important person in the curriculum implementation process is the teacher. With their knowledge, experience and competencies, teachers are central to any curriculum improvement effort. Regardless of which philosophical belief the education system is based on, there is no denying that teachers influence students’ learning. Better teachers foster better learning. Teachers are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom. The key to getting teachers committed to an innovation is to enhance their knowledge of the programme. This means teachers need to be trained and workshops have to be organized for professional development. Unfortunately, in any curriculum implementation process not all teachers will have the benefit of such exposure. There are just too many teachers and insufficient funds to go round. The most common approach is to have one-day workshops given by experts with

the lecture method being the dominant pedagogical strategy. Among the many extrinsic factors identified that may impede curriculum change are adequacy of resources, time, school ethos and professional support. The intrinsic factors are; professional knowledge, professional adequacy and professional interest and motivation.

Hence, professional development of teachers is an important factor contributing to the success of curriculum implementation. Some view teachers as technicians and as such do not include curriculum development in their teacher education programmes. Certainly an adequate teacher education programme should include curriculum development (both the theory and the work of curriculum development) if teaching is to be a profession and if educational opportunities for learners are really to be improved.

Below are some topics to be addressed in designing professional development opportunities for teachers who are implementing a new programme.

a. Philosophy of the programme: It is important for teachers to understand both the philosophy behind the programme as well as how the new programme may impact students, parents, administrators and other stakeholders.

b. Content: Teachers may find the contents of new curriculum unfamiliar, which they have not taught in a while, or is familiar but presented in an unfamiliar way. For example, using problem-solving approach rather than a topical approach

c. Pedagogy: Teachers need opportunities to become familiar with the new program's pedagogical approach. They may need to work on particular teaching skills emphasized in the new programme, such as teaching of values, or perhaps to become familiar with a tool such as the internet.

d. Components of the program: Teachers will need opportunities to learn about the components of the new programme early in the implementation phase. For example, the new

programme might place greater emphasis on school-based assessment while teachers are more accustomed to national or centralized assessment.

2.3.2 Principals or Head teachers

Principals or headmasters are important players of the curriculum implementation process in a school.

1. They should understand the need for change as well as the steps that have to be taken along the way.
2. They should have in-depth knowledge about the planned change and of the implementation process. They should be familiar with the goals and components of the curriculum and be able to see a shift in teachers' role in the classroom and the way in which teachers interact with students.
3. They should be accessible and willing to communicate with others involved in the process. Establishing a two-way information flow will give principals or headmasters a chance to stay on top of issues that need to be addressed. It will also allow attending to critical problems or concerns before they lead to frustration or even anger among teachers. Lines of communication are best set early to get out information to people as well to provide a platform in which they can voice their concern. Information gathered from listening and talking to people will also help principals or headmasters decide where to focus and needs attention.
4. They should be able to convince parents on the merits of the new curriculum and how the new pedagogical strategies can become more meaningful for their children. For example, they may need to speak to parents and the community on the new curriculum. It is important that they give the message that they have thought carefully

about the need for change, that they have anticipated the issues that will arise and have a plan for addressing the issues.

5. They should keep in mind, that even the best-laid plans can meet unexpected challenges. For example, insufficient teachers in a particular subject area due to resignation, unexpected introduction of programme by the government, sudden change of government policy. For this reason, a flexible implementation plan may be necessary which is adapted and revisited along the way.
6. They must be committed to the change and be able to employ a variety of leadership strategies to meet the needs of teachers such as; building on the strengths of their staff, being willing to take risks; being positive about the planned change and to use this optimism to motivate others.

2.3.3 Parents/Community

Besides teachers, students and school administrators, parents also play an important role in the successful implementation process. For example, when parents or community see a subject being taught in way that is unfamiliar to them, they naturally have questions about what is going on. When children bring homework from school that parents feel unable to help with, they feel confused and lost. To be successful, any new programme needs to be embraced by community. One way of reaching out to parents is to organize workshops for them focusing on the new curriculum. The workshops should be designed to help parents better understand the content and philosophy of the new programme. Parents need an opportunity to share their concerns and voice their support in an open forum. These workshops should be conducted by teachers so that they may explain what is really going on in the classroom.

Another approach in reaching out to community is to make available information on curriculum change on the internet. For example, the government of the province of Alberta in, Canada has on its website a curriculum handbook for parents containing information on subjects offered, programme and courses available in all schools. The information is updated each year as changes are made to the curriculum similarly, print-based newsletters can be made available to parents informing them of the changes that are taking place with the introduction of the new curriculum.

2.3.4 Students

There is a tendency among curriculum implementers to ignore the role of students as agents of change. Increasingly, there is the realization that even primary school children can contribute to meaningful change. Students must be willing to participate in the programme. If students do not see the relevance of the programme there is the likelihood that they will not be motivated to participate or learn. However, it is still not clear how students should be involved in the curriculum implementation phase even though they are the main recipients of the programme. Students may be so entrenched in their thinking and behaviour that changes proposed in the curriculum may not be enthusiastically received. For example, students may be used to being given notes by their teachers and the new programme requires them to make their own notes. Some students may not know how to make notes and have to be taught how to go about it. Even getting students to participate in discussions may not be well received if they have been accustomed to being passive recipients to information.

2.4 Curriculum Implementation as a Change Process

Lewin (1951) as cited in Faisal (2012) considered to be the father of social psychology suggested a model explaining change. According to him, all persons are faced with two competing forces:

1. **Driving Forces:** These are forces that are driving or pushing you to do something and change in a particular direction. They tend to initiate a change and keep it going. In the workplace, pressure from your boss, financial incentives and competition for promotion may be examples of driving forces.
2. **Restraining Forces:** These are forces restraining or preventing you from doing something and changing. In the workplace, apathy, hostility, obsolete equipment may be examples of restraining forces.
3. **Equilibrium:** When these two forces (driving and restraining) are equal, the status quo is maintained. In other words, there is no effort towards change and so you do the same thing you did before.

For example, in the school setting, the principal who is autocratic and constantly pressures his or her staff which may bring about change in the short run. In other words, the driving forces have overpowered the restraining forces and when this happens, change is initiated. As long as the driving forces are more powerful than the restraining forces, change will continue. The methods used by the principal may lead to increased hostility and antagonism and manifest themselves in teachers refusing to cooperate and reluctant to do more than is required. In other words, the restraining forces have got stronger and change slows down. Lewin (1951) emphasized that to bring about change, it is better to reduce the power of the restraining forces rather than increase the driving forces. This has been termed as unfreezing whereby the powers of the restraining forces are decreased to stimulate the driving forces. For example, the principal could instead encourage more discussion and group problem solving in an attempt to eliminate hostility and apathy. If there is fear among teachers that they would not have the know-how to implement change, it is best that they be trained before implementing the new ideas.

2.4.1 Types of Curriculum Change

If you are responsible for implementing curriculum, it is important that you understand the nature of change. Understanding the change process can be a challenging and exciting process. If you do not comprehend the complexities of change, you are likely to introduce ideas and actions that may result in confusion and tension within the school or district. Curriculum change is a complex and difficult process and requires careful planning, adequate time, funding, support and opportunities for teacher involvement. McNeil (1990) cited in Ishaya (2014) categorized curriculum change as follows:

- I. Substitution: One element may be substituted for another already present. For example, the substituting of a new textbook for an old one.
- II. Alteration: This occurs when a change is introduced into existing material in the hope that it will appear minor and thus be readily adopted. For example, introducing new content such as road safety in the primary school curriculum; use of new materials such as the graphing calculator in mathematics teaching.
- III. Perturbations: These are changes that are disruptive but teachers adjust to them within a fairly short time. For example, the assistant principal changes the timetable or schedule to allow for longer teaching time.
- IV. Restructuring: These are changes that lead to a modification of the whole school system. For example, the introduction of an integrated curriculum requiring team teaching or involving the local community in deciding what is to be taught.
- V. Value Orientation: These are shifts in the fundamental value orientations of school personnel. For example, if the new teachers who join the school place more emphasis on personal growth of students than academic performance, then the value orientations or fundamental philosophies of the school changes.

It should be realized that a particular curriculum change may not exactly fit according to the five categories given. But, the categories are general enough to help you plan change and arrange resources to bring about the change. However, you should be aware that change is not synonymous with improvement and you might decide that change should not be undertaken.

2.4.2 Resistance to Change

McNeil (1990) cited in Ishaya (2014) stated that, to bringing about change is not an easy task. There are many barriers to the successful implementation of a curriculum. If you are given the job of implementing a curriculum, whether it is in the school system, college, university or training centre, you will encounter people resisting change. Keep things as they are! Many people think that it is easier to keep things as they are. People are happy with the current situation in their institution and feel that the change suggested will not meet the objectives of the school, college or training centre. The status quo tends to be maintained when the persons introducing change are themselves not clear as to the intent and what is required of the new programme. To make matters worse, the implementation of the programme is poorly planned.

Teachers who are to implement the curriculum frequently view change as meaning more work. In addition to their already overloaded schedule, there is no extra financial reward for the extra work they have to put in. Also, they view new curriculum programmed will require them to learn new teaching skills and competencies which will mean attending courses and seminars. It has also been found that teachers or practitioners tend to reject pedagogical strategies or teaching methods that are different from what they are currently using. They are reluctant to change or modify their current instructional strategies and understandings of classroom practice. Let us examine in more detail why people resist

change. By knowing why people resist change, it may be possible to plan more effective strategies to overcome resistance and improve receptivity to change. Persons charged with the task of curriculum implementation must understand how people react to change and how to encourage them to be receptive to change. The following are the main reasons why people resist change (Harvey, 1990 in Garba, 1996).

- i. **People resist because they do not understand:** - they simply do not follow what is being introduced. They do not understand where they are going. They are not clear as to what is required of them.

The key is “communication”. You have to explain to them “Why”. You have to answer the Why, What, When, How and Where questions. Remember, the effectiveness of communication is not the ‘message sent’ but of the “message received”

- ii. **People resist because of lack of ownership:** - Individuals will not accept change if they consider it coming from outside or imposed on them. Unfortunately, most curriculum reform efforts are initiated from the outside which may be at the national, state or district level.

You have to convince teachers that even though it comes from the outside, their view and opinions have been considered at the planning and design stages of curriculum development. Involve teachers in exploring the relevance of the new curriculum and give them the freedom to explore the new skills needed for utilizing or implementing the curriculum. This will get them to feel that they are an important part of the curriculum implementation process.

- iii. **People resist if they do not have the competency to cope with the changes:** - It is natural for persons to resist if they do not have the knowledge and skills to cope with the changes. Nobody wants to be told that they are incompetent. There is the

likelihood that the implementation of the new curriculum has been rushed or due to budgetary constraints, the training period has been greatly reduced and teachers are not adequately equipped.

Adequate time and resources have to be set aside for the training of teachers involved in implementing the new curriculum.

- iv. **People resist if there is a lack of incentives or benefits:** - If teachers are unconvinced that the new programme will make things better for students (in terms of learning) or themselves (such as greater recognition, respect or reward), they are likely to resist the suggested change.

Make sure that teachers who are actively involved in curriculum change are rewarded. The reward need not necessarily be financial, but their efforts need to be given due recognition.

- v. **People resist if they do not have the time to engage with the change:** - Teachers find it difficult having to juggle between bringing about change handling their current responsibilities. Focusing their energy on change activities, may run the risk of neglecting their current responsibilities.

Lighten their workload so they can participate in the change. Re-prioritize their work. Do not expect people to have the energy to change when this means failing on the tasks for which they are held responsible.

This means that government and stakeholders in education, more especially experts in curriculum need to address the aforementioned problems through enlightening English and Mathematics curricula of NBAIS for the successful implementation of the curricula.

2.5 Reviews on Islam -Based Education Curriculum

According to Cook (1990), the following key terms, Ta'lim, Tarbiyah and Ta'dib are used in Arabic to described education. Cook notes that although each term has a specific meaning, all of them enhance different dimensions of the educational process in Islam. These terms are further interrelated in their concern for individuals, the community and the society as whole.

The first term Ta'lim means to know, to learn, or to be aware. It is directly related to instruction that involves mental activities and results in knowledge that the student did not previously process. It could be defined as the process of transmitting or imparting knowledge to a person that will help in training his or her mind, while developing reasoning power. Thus, Ta'lim implies the process of instilling knowledge in somebody so that this knowledge provides meaning and value to human life and to all human activities (Ibn Omar, 1993).

The second term is Tarbiyah. This word comes from the root "*Rabaa*" and it means to increase, to grow or to nourish, to perform the gradual process of bringing or growing of something to the stage of completeness or maturity (Cook, 1990:344-245). In contemporary Arabic usage, the word Tarbiyah is a matter of putting affairs right and in a proper state or order (Ibn Manzur, 2000,). The term further describes as a state of spiritual and ethical nurturing that is in accordance with the will of Ar-Rab (The Lord). Consequently, the task of Islamic education is "The vivid presentation of high values and continued exposure to the attraction of goodness, truth and honesty until they are woven into the fabric of personality" (Hajalton, 1982:59). Moreover, Thomas (2002:3) points out in the world view of Tauhid (Divine Unity), knowledge is one entity and cannot be divided into secular and religious divisions. Therefore, Islamic education focuses both on training the mind and the passing of knowledge (Ta'lim) to others, as well as educating the person as a whole (Thomas, 2002:3).

The teacher is not only a teacher but also “*Murabbi*” or trainer of souls and personalities. Both kinds of knowledge contribute to the strengthening of faith (Iman) (ibid).

The third term is Ta’dib. This word comes from the root of “*Addaba*” which means to be cultured, well mannered, refined and disciplined. It describes good social behavior. According to Ibn Omar, “It is a process by which good conduct are acquired the good qualities and attributes of the mind and soul in terms of proper behaviour or ethical conduct” (1993:5-10). From this perspective, the function of Islamic education is to produce men and women who possess characteristics and manners resembling the Prophet Muhammad (PBUH) as closely as possible (Cook, 1990). Muslims consider Prophet Muhammad (PBUH) to be the ideal role model in all aspects of life (Shaykh, 1996:104).

This means, as Delic (2006) says:

“In Islam, education can never be separate from adab in its most Educational sense, because adab encompasses the spiritual level of human awareness. Because of this inner nature of Islamic education, it is impossible, theoretically speaking, to find an educated person, in the Islamic sense, who is an immoral person. The emphasis on adab, which includes action (amal) in education and the Educational process ensures that Ilm (knowledge) is being put to Good use in society” Page 74

Islam-Based Education is one of the best systems of education which makes an ethical groomed person with all the qualities, which he/she should have as a human being. Also, Islamic education is primarily viewed as divinely revealed and thus prepares individuals to be upright citizens on earth and to ultimately attain happiness in the life after death. According to Delic (2006), Islamic educational philosophy aims at achieving serious goals and social responsibilities that include both religious and secular education in a systematically integrated manner.

Abdullahi (1982); Ashraf and Husain (1979); Cook, (1990); and Thomas, (2002), noted that the Islam-Based Education curriculum provides a balanced and integrated faith-based education system that strives to educate the whole person. The system includes both religious and secular education (ibid). Islamic education also nurtures a safe environment and empowers students' cultural/religious identity (Abdullahi, 1982 cited in Yahaya 2011).

Every educational system has its own objectives, likewise Islamic education, except that Islamic education is deeper and richer both in content and objective. In realizing this fact the participants at the first world conference on Muslims education held at Saudi Arabia in the city of Mecca in 1977, at the end of the conference reaffirmed this and resolve that: Education should aim at the balanced growth of the total personality of man through the training of man's spirit, intellect, rational self feelings and bodily senses, the training imparted to a Muslim must be such that faith infused into the whole of his personality and creates in him an emotional attachment to Islam and enables him to follow the Qur'an and the Sunnah and be governed by Islamic system of values willingly and joyfully so that he may proceed to the realization of his status as Khalifatullah (vicegerent of God) to whom Allah has promised the authority of the universe. This in summary shows that the aim of Islamic education is to produce a good and righteous man, he who worships Allah the creator and acts according to the dictates of Shari'ah. This act of worship requires total submission to Allah as it is supposed to be in line with the Qur'anic verse that says; "I have created the Jinn and man only to worship me"(Qur'an 51:56). This does not mean that Islamic education is against other secular sciences. Islamic education as earlier mentioned is wide and comprehensive. It encompasses all sciences, either secular or religious. The Qur'an says; "Nothing have we omitted from the book" (Qur'an 6:38). From this, we can realized that Islamic education comprises of other sciences such as medicine, engineering, mathematics,

psychology, sociology e.t.c., because they are also Islamic sciences once they comply with Islamic tenets and attitudes.

Abdullahi (1982) cited in Yahaya (2011) states that, the aims and objectives of Islamic education is to build up the individual who will act as Allah's Khalifah (representative on earth) or at least put on the part that leads to such an end. In other words, Islamic education aims at producing Allah's representatives who will do goods to mankind on earth. Hence, it argues Muslims to imbibe the values of kindness, generosity, patience, steadfastness, honesty and so on. This is why the Holy Qur'an emphasizes on high moral standard, obedience, good behavior and others among adherents.

2.5.1 Review on Islamic Based Education Curriculum during the Early Period of Islam

According to Absaruddeen (2007), the Mosque is considered by Muslims to be a comprehensive institution that serves as a centre of social, political, economic and educational life. It particularly became a centre of learning for Muslims in the seventh century (ibid). The Mosque continued to play a major role both in education and in worship until the ninth century. Scholars would offer instructions in religious as well as legal subjects to their students (ibid). Students normally sat in teaching circles (Halaqa) either inside the Mosque, or outside in its courtyard (ibid).

Yusuf (1985) cited in Yahaya (2011) states that, the curriculum of the time of Prophet Muhammad (PBUH) and his successors focused on religious teachings, though they encouraged some degree of balance between religious education and more worldly knowledge. However, many Muslims in the past as well as present have gone to one extreme or another (Tibawi, 1954). As Islam spread throughout Arabia, the Prophet Muhammad (PBUH) sent teachers to different Arab tribes to instruct them on the tenets of Islam. According to scholars (Absaruddeen, 2007; Cook, 1999; Tibawi, 1954) as teaching sessions

usually took place at the Mosque, it could be concluded that during the early period of Islam, education mainly focused on basic religious teachings. This means that, at that time they were worshipping god and goddess so that the main aim was to believe in Allah and know how to worship Him alone, more especially the thirteen (13) years of Mecca. Yahaya (2011), made it clear in his research that, the companions of the Prophet Muhammad (PBUH) who specialized in Qur'anic memorization and Qur'anic sciences as well as interpretation of the Holy Qur'an include, Ali Bn Abi Talib, Abdullahi Bn Abbas, Abdullahi Bn Mas'ud, Ubayyu bn Ka'ab and so on.

Abdallah et al (2006) stated the following as the components of Islam-Based education curriculum.

1. Qur'anic interpretation (Tafsir): This subject includes reviews of the classic interpretations of the Qur'an according to several early scholars such as Ibn Kathir, El-Tabari and Ibn Taymiyya. In some institutions provided by contemporary scholars such as Syed Qutub and Maudidi may also be included.
2. Prophet's saying and practices (Hadith): This subject addresses the processes used to ensure the authenticity of stories and statements related to the prophet's Muhammad (PBUH). And review of the collections compiled by earlier scholars such as Bukhari and Muslim.
3. Islamic jurisprudence (Fiqh): This subject includes the methodologies used by various scholars, especially those representing the major four schools of jurisprudence in Sunni Islam (Shafi'i, Hannafi, Malik and Hanbali), and their rulings on a variety of issues, usually cataloged under categories such as prayer, marriage, divorce, charity and Jihad e.t.c.

4. Islamic basic beliefs (Aqa'id): this subject focuses on the fundamental of Islamic beliefs such as unity of God, existence of angels and Satan, day of Judgement heaven and hell e.t.c.
5. Arabic language: As Arabic is the languages of the Qur'an, almost of educational institutions that focus on Islamic education provide education in Arabic language. Proficiency in Arabic is usually regarded highly in such institutions.
6. Islamic rituals: This subject deals with how Muslims should perform their rituals such as prayer, fasting, pilgrimage to Mecca, e.t.c.
7. Islamic History: This subject focuses primarily on Islamic History from the time of prophet Muhammad (PBUH) to the present.
8. Islamic manners and values: This subject includes focused education especially for children on proper Islamic manners as preached and practiced in the formative era of Islam; an era regarded by most Islamic scholars as a golden age from which many positives lessons and models may be drawn. In educational institutions that after primarily a general education curriculum, the subjects of religion usually includes element of Islamic manners and values.

The above assertion mentioned the components of Islam-Based education curriculum, but two or three more important things to add is that the components of Islamic curriculum should first be the Holy Qur'an itself, because there is a quite difference between the Qur'anic interpretation and recitation or memorization of the holy Qur'an and the Qur'anic interpretation, thus they should be simultaneously taught. It is the same case with item number (2) that is prophet's saying and practice or silent approval (Hadith), is also different with science of Hadith (Mustalahul-Hadith) which is another components of Islamic education curriculum which deeply studies the men (Rijaal) appeared in any Hadith, chain of transmission of the Hadith in order to ensure the authenticity or weaknesses of the Hadith as

well as the one that was fabricated. Another thing is that, item number (3) and number (6) are also one thing, Islamic rituals is also under Islamic jurisprudence in which Muslims learn how to conduct their daily life between them and their Lord as well as other creatures such as; family relations, business, worshipping God and so on and so forth.

2.5.2 Review on Islamic Based Education Curriculum after the Establishment of the Madrasah

As reviewed by Anzar (2000), in Arabic, Madrasah literally means a place of study. It emerged in 9th century as a systematic traditional centre for religious education. The curriculum consisted of the knowledge of the Qur'an, traditions of the Prophet Muhammad (PBUH), jurisprudence (Fiqh) as well as Arabic language (ibid). Absaruddeen (2007), the principal goal was to prepare religious leaders, though it was later expanded to prepare Government officials as well. As Cook (1999) suggests, the curriculum of the Madrasah could be categorized as unsatisfactory because its methodology focused only on memorization and recitation of the Qur'an, while understanding, analyzing and discussing the meaning were given little attention.

The Madrasah developed into a more modern centre for knowledge where colleges were established (Absaruddeen, 2007). The first systematically organized Islamic colleges were Nizamiyya and Al-muntasiriyya in Iraq, Al-azhar in Egypt and at Cordoba in Spain (Tibawi, 1954). The period in which these colleges were established (between 10th and 13th centuries) was considered to be the golden age of the Islamic empire in many aspects, especially with regard to modern knowledge (Cook, 1999). While the western world was intellectually backward, the Muslim world was developing modern ideas about science, art, literature, mathematics, physics and chemistry (ibid). Islamic scholars taught Greek knowledge that was not allowed in the Christian world at the time (ibid). Moreover, many

Muslim thinkers believe that there was a strong connection and harmony between scientific truths and religious truth (ibid). Ramadan (2004) observes that over time the openness to knowledge, rationality and independent thinking (Ijtihad) in the Muslim world during its golden age disappeared (Cook, 1999; Ramadan, 2004) and was replaced with a new method of blindly following (Taqlid) the traditional scholars of what Cook (1999) calls “Authoritative knowledge”. By the end of 13th century, religious scholars (Ulama) had become authoritative translators of religious texts and transmitters of traditions (ibid). These scholars did not favour research or independent thinking or inquiring. Therefore, most of the research conducted after 13th century lacked critical thinking or any new contributions to knowledge (Cook, 1999; Ramadan, 2004). According to Cook, “The lethal combination of Taqlid and foreign invasion beginning in 13th century served to dim Islamic pre-eminence in both the artistic and scientific worlds” (1999:2). For the purposes of this discussion, it is important to mention that Islamic education promotes the concept of “*Ijtihad*” or independent thinking in all area except in issues related to the fundamental principles of Islam. These principles include the five pillars of Islam as well as the six pillars of faith.

Eventually, the remarkable intellectual superiority of the Muslim world during the early period of Islam disappeared as a result; the Muslim world has not been able to compete with the western world educationally or culturally since the 18th century (ibid). Moreover, Cook (1999) and Anzar (2000) believe that European colonialism worsened the situation by ignoring the local cultural norms through domination. The European system focused on rationality at the expense of divine revelation and the separation of religion and state, contrary to Islamic view point which integrates all aspects of life into a harmonious whole (Anzar, 2000, Cook, 1999). Consequently, the two educational systems developed separately without any interaction (Cook, 1999). Therefore, it can be concluded that the lack of

independent thought, the opposition of Muslim orthodox to scientific knowledge and foreign intervention are all contributing factors in the decline of Islamic education.

2.5.3 Evolution of Islamic Based Institutions in Nigeria

The history of Islam-Based education in Nigeria is the same as the history of the religion of Islam itself. This is because Islam goes to any place or community along with its own form of education (Balogun, 1982 and Ajidagba, 2012). Islam, which predates Christianity in Nigeria is said to have come to the country in the 11th century. It is on record that when Kanem Mai Hume Jilmi of the old Borno accepted Islam, he established the first Qur'anic school in his palace. It is not a matter of coincidence or accident that Islamic religion and Islamic education go together. The fact is that, without the latter the former cannot be said to have been firmly entrenched and understood. Therefore, there is no pretence or cover up, about the objective of Islamic education. It thrives on the Islamic concept of life, here and hereafter, prescribing the individual's position and role on earth (Qutub, 1977). The structure of the early Islamic education was Allah on the hierarchical structure of the Islamic faith. The first and the only reference and rallying point were Allah, the creator. The starting point is to learn how to recite Al-Qur'an, the words of Creator. The early Islamic education, a student would then begin to study further under an erudite Mallam (teacher) who may not necessarily be the only teacher to handle the student till he become highly knowledgeable in the field.

In Nigeria, the Ansarul-Islam society of Nigeria, a foremost Islamic society and the first Islamic organization in the North, which was established in 1942, is credited for being the vanguard of the formal Islamic system of education in Nigeria. Until the society introduced the formal school system where-by students sit on benches in a typical classroom manner, Islamic education was handled non-formally in the residence of Mallam, it should be

pointed out here that there had not been either any form of government assistance or foreign aid to Islamic education as at that time. In spite of this segregate attitude of the government, Islamic education continued to grow along with the increasing population of Muslims in the country. The scenario today is that of a complete transformation of the system, a wholesome improvement on the pioneering effort of the Ansarul-Islam society of Nigeria. Islamic educational system now competes with its western counterpart in structure and infrastructure.

Apart from the above, the present formal secular system in Nigeria, Arabic and Islamic Religious Knowledge has become relevant at all levels. Both subjects (Arabic and Islamic Religious Knowledge) gained recognition into the school certificate examination in Nigeria in the late 1950s (Balogun, 1985 cited in Oladosu 2012). Balogun further argued that IRK and Arabic language syllabi designed by the West African Examination council came into use in 1968 and 1970 respectively for the subjects. In 1975 Islamic studies syllabus was designed for the higher school certificate and General Certificate in Education (GCE) advanced level. Subsequently, in 1976, the Arabic studies syllabus was introduced (ibid). Presently, the National Policy on Education, which was first introduced in 1977, makes Islamic studies a core subject in Junior Secondary and an elective in Senior Secondary levels, while Arabic language and literature as well as Islamic studies are currently offered for study in some Colleges of Education and Universities in Nigeria. Certificate, Diplomas, Degrees, are awarded in these disciplines also.

2.5.4 NBAIS and the Trends of Islamic Based Institutions in Nigeria

It is an undeniable that Arabic as a language and Islamic as a religion had flourished in the areas which Smith referred to as “West African Muslim Aristocracy”. The areas are Northern Nigeria, the republic of Chad; Niger, Mali, Mauritania, Senegal, Gambia e.t.c. In the same vein, some towns in what now constitutes the South Western Nigeria were

prominent in the promotion of Arabic and Islamic studies learning. Before the advent of the colonialists in Nigeria, Arabic had become the official language of correspondence between the existing communities as at then.

Ogunbiyi (1987) cited in Oladosu (2012) have documented such correspondence between the Olubadan and the then Emir of Katsina and the Sultan of Sokoto and the Iwo community (the present Osun state). A domestication of Arabic language was later witnessed in the writing of local language using Arabic letters. This is what is being referred to as “*Ajami*”. An example of this is the Arabic inscription on the Nigerian currency to indicate the value in Hausa language but using Arabic script. In the south-western Nigeria, Arabic becomes a means of documenting herbal materials and medicine. Some herbal accounts were also kept using “*Ajami*” method. Ignorance was behind the campaign against and the elimination of the Hausa meaning from the notes under the erroneous belief that it was an Islamic symbol. The promotion of the art of reading and writing is one of the contributions of Islam, through Islamic studies to Nigeria. The religion and its education therefore liberate Nigeria from being a dark country by preserving the Nation’s history through introduction of Arabic education. In actual fact, Arabic become a common language in Nigeria with which many works were written and documented.

Oloyede (2012), the first method of introducing the secular subjects into Arabic and Islamic institutions was used in Katsina College in 1930 when it broadened its curriculum by introducing science and other conventional subjects. The success recorded by this method led to the establishment of organized schools of Arabic studies or colleges of Arabic and Islamic studies in Nigeria where some secular subjects were taught in addition to Arabic studies. The achievement also, led to the establishment of similar one in Sokoto in 1963, while in the 1980s, the Kwara state Government followed suit by establishing four of such schools in the

state. As successful as this method was, it was being suspected by some scholars as a quick means westernization of Muslims education. This could be so in view of the nature of students admitted into the school. Ever before this development, it was said that some of the candidates admitted into the school were so versed in Islamic theology that had authored books on various aspects of education in Arabic text, while some are deep in Islamic jurisprudence that they had studied such advanced Arabic text books as the Mukhtasar Al-Khalil and Tuhfat Al-Ahkam among others.

There are therefore, two distinct routes to acquiring higher education in Arabic and Islamic studies in Nigeria. One private, deep and largely unrecognized by the government for public service and without exposure to the official language of communication-English, the other is through conventional schools or special Arabic school. And the products though fluent in English, are largely superficial in their knowledge of Arabic and Islamic studies. The bridge programs (Madrasah approach etc) in Arabic and Islamic education in Nigeria, rose to bridge dichotomy between products of private and public schools in the area of Arabic and Islamic studies education. Since the private schools were exclusively devoted to all segments of traditional Arabic and Islamic studies through the medium of Arabic and mother tongue, the products were largely experts in the field but could not be employed in public service or organized private sector not only because their certificates were unrecognized but also because they could not, due to language differences, operate effectively as teachers and public service officers, (ibid).

Due to that, a number of them who attended universities in Arab countries and returned to Nigeria were largely unemployed due to lack of proficiency in English. Though there was dearth of Arabic and Islamic teachers in conventional schools, the language barrier prevented the engagement of competent Arabic/Islamic experts who were available in almost every region of the country. This situation necessitated the bridge program which include;

- (i) Madrasah approach: Enrolment of products of conventional secondary and teachers colleges into specialized colleges of Arabic and Islamic studies, such as those of Kano (SAS and Aliyah Shahuci), Katsina (ATC Katsina) and Agege (Markaz). This method produced competent and able scholars of Arabic and Islamic studies who formed majority of those who introduced Arabic and Islamic studies into Nigerian Universities or held high judicial positions in the country.
- (ii) GCE/WASC for Arabists: Enrolment of products of conventional schools and those of Arabic schools who through private efforts acquire entry qualifications into English speaking universities within and outside Nigeria, into the degree programs in Arabic and Islamic studies.
- (iii) Enthusiasts of Arabic and Islamic studies: Admission into Arabic and Islamic studies program, willing candidates who needed no prior exposure to the course.
- (iv) Certificate/Diploma courses in Arabic and Islamic studies: The introduction of Arabic and Islamic studies in the nation's university education system marked a landmark development in the two disciplines. The Abdullahi Bayero College previously called Ahmadu Bello College became the faculty of Arabic and Islamic studies of the Ahmadu Bello University (ABC-ABU). The Diploma program admitted products of Arabic schools into a three year Diploma program in Hausa, Arabic and Islamic studies. The students were exposed to extensive training in English, History and the trio of Arabic, Islamic studies and Hausa. At the end of three year program, students were equipped up to advance level in the five subjects and are qualified to be admitted into a three year degree in Arabic and Islamic studies. In 1961, the University of Ibadan established the Department of Arabic and Islamic studies with the aim of meeting the growing need and desire of Nigerian students to study Arabic language and Islam as a religion.

Balogun (1985) cited in Oloyede (2012) the University of Ibadan introduced an intensive course leading to the university's certificate in Arabic in 1963/64 session. Two years later, the program was expanded to include Islamic studies. The others include Diploma of Usmanu Danfodio University, Sokoto (UDUS), University of Ilorin as well as affiliation method and so on and so forth.

The National Board for Arabic and Islamic Studies (NBAIS) was established by the law no. 10 in the year 1959/60 as a unit under the defunct Northern Nigerian Ministry of Education Headquarter Kaduna, by Sir Ahmadu Bello the Sardauna of Sokoto, for the purpose of producing judges who are knowledgeable and vast in Islamic education as well as western education. The unit was responsible for supervision, curriculum development, examination and issuance the certificate of Senior Arabic and Islamic Secondary Schools, under the authority of Nigerian Ministry of education headquarter in Kaduna. With creation of the first 12 States in Nigeria, the activities of the unit were transferred to institute of Education Ahmadu Bello University, Zaria, in 1968/69 with promotion to a Board for Northern Nigeria. From inception to its transfer to the Institute of Education, Ahmadu Bello University, Zaria; it has gone through various positive transformations. Firstly it started as a Board for North only with three colleges under its tutelage. The Colleges are: Arabic Teachers' College Katsina (ATC Katsina), Arabic Teachers' College Sokoto and School for Arabic Studies (SAS) Kano. Now it is for the whole Nation in which the Board has registered the total number of 337 schools and colleges of both Junior and Senior Arabic and Islamic Secondary Schools across the country. It's important here to mention that the Board was one of the legacies of the Late Premier of Northern Nigeria Sir Ahmadu Bello the Sardauna of Sokoto.

The NBAIS, sought recognition and approval of the Federal Ministry of Education. This was processed through series of memoranda presented over time, to the joint Consultative

Council on Education (JCCE) and the National Council on Education (NCE) meetings held severally at various time and locations. Eventually, the Board was recognized by the NCE at its 57th meeting in Sokoto, from the 21st to the 25th February, 2011. The meeting urged and directed the following:

- a) The Federal Ministry of Education (FME), the State Ministries of Education (SMOES), the Federal Capital Territory (FCT), education agencies and other stakeholders to recognize the National Board for Arabic and Islamic Studies (NBAIS) and its certificates in line with government program of integrating western education into Qur'anic Schools and also for the promotion of Madrasah System of Education.
- b) The Board to formalize the curriculum of its Schools for Arabic and Islamic Studies so as to ensure mainstreaming and compliance with National Policy on Education (NPE).
- c) The Board to embark on Nationwide Advocacy and Mobilization of its activities.
- d) Nigerian Educational Research and Development Council (NERDC) should be on the Board of NBAIS in order to ensure mainstreaming and compliance with National Policy on Education.

To that effect, the Board is now fully recognized as a policy making and Examination Body of all Arabic and Islamic Secondary Schools, Colleges and Centers in the country in line with the Federal Government policy of integrating of western and Islamic Education.

2.5.5 An Overview of NBAIS Curriculum

The curriculum of National Board for Arabic and Islamic Studies (NBAIS), include compulsory or core subjects both of Islamic and Arabic courses as well as secular subjects. Oladosun (2012) stated that, the subjects examined by the NBAIS are as follows:

A. Core subjects;

- i) Arabic language and its branches
- ii) English language and literature in English
- iii) One major Nigerian language (Hausa, Yoruba, Igbo)
- iv) Islamic studies and its branches
- v) Mathematics
- vi) Social studies and citizenship education

B. Other subjects

- i) Sciences
- ii) Business
- iii) Vocational subjects
- iv) Tahfeez and Tajweed

Precisely, the above are the subjects taught in the transformed curriculum of NBAIS. But is important to mention that, Tahfeez and Tajweed classes are taking Qur'anic studies as core course and also not the names of the subjects (Tahfeez & Tajweed) that are taught in the above curriculum but rather, are the names of the class or program of NBAIS, just as in NECO or conventional secondary schools where we have Art class, Science class, Commercial and what have you. In other words, Tajweed is a part of the compulsory subjects under the paper called Qur'anic studies, which every student in Tahfeez and Tajweed classes must study. In this regard, basically there are three (3) types of program conducting by the National Board for Arabic and Islamic Studies as far as Arabic and Islamic Senior Secondary School Certificate is concerned. The classes are; Tahfeez, Tajweed, Arabic / Islamic studies classes. The only difference between the above mentioned classes (Tahfeez, Tajweed and Arabic) is Qur'anic studies which are not included in the Arabic and Islamic studies class.

Lawal (2014), in a paper presented at National sensitization workshop on Qur'anic education in Nigeria asserted that, in the Junior and Senior Islamic Studies sections (JIS and SIS), a separate curriculum prepared by the National Board for Arabic and Islamic Studies (NBAIS), institute of education Ahmadu Bello University, Zaria, is used within the range of three years, the Junior Islamic Section pursues courses on Arabic, Islamic studies and Islamic History. Subjects like English, mathematics, integrated science, social studies, physical and health education and Hausa are also taught to the students. In the senior Islamic studies section, the external subjects consist of Arabic and Islamic studies, under which the following areas are treated viz, Al-Qur'an exegesis (Tafsir), science of Qur'anic recitation (Tajweed), Islamic jurisprudence and its principles (Fiqh wa usul-al Fiqh) textual Hadith and the study of its literature (Hadith wa usul Hadith). Other areas include, Tauhid, Balagah, Saraf Arud wa al-Qafiya, Mantiq, Adab, Tarjamah, Mutala'al wa Al-Nusus, Khatt, Insha'I, Imla; Tarikh al-Islam and al-Tarbiyah. Students in this section are also taught other secular subjects such as English, mathematics and Hausa. These subjects are also examined by the National Board for Arabic and Islamic Studies (NBAIS) institute of education of Education Ahmadu Bello University, Zaria.

In the above statement, the researcher mentioned the external subjects which was in the former system of the NBAIS curriculum, where the external come from the NBAIS and internal from State Ministries of Education. Before the implementation of the current curriculum, the students of NBAIS were graded and treated the same way with Grade II teacher certificate in which the final result will either be Distinction, Credit, Merit, Pass or Fail. But after transformation and full recognition, education was one of the subjects that the NBAIS scrapped. This led to the grading students of NBAIS as the same way with NECO and WAEC. Based on this, we can observe that there is nothing like internal and external

examinations for the students of Arabic and Islamic senior secondary school certificate examination currently.

Oloyede (2012), in a paper presented at the University of Ibadan on the occasion of the formal opening of the 2012 international conference on Arabic and Islamic studies in Nigeria to mark the 50th Anniversary of the Department of Arabic and Islamic studies, University of Ibadan, Nigeria, made mentioned that, Ministry of Education in many state of the Federation establish an examination unit for Arabic schools. Subject examined include English, Teaching Methodology, History, Hausa, Mathematics, Arabic, Islamic Studies, Integrated Science. This qualification has been formally recognized by the National Council on Education. The Board (NBAIS) registers Arabic schools, standardizes their curriculum and conducts centralized final examinations for the school. Senior Islamic Studies (SIS) certificate and Higher Islamic Studies Certificate (HIS) are respectively issued for junior and senior Arabic Schools. A number of Universities in Northern Nigeria accepted H.I.S as equivalent of WASC. The HIS has been replaced with Senior Arabic and Islamic Secondary School Certificate (SAISSC) issued by Ahmadu Bello University. Subjects examined and certified by the Board are:

- (i) Arabic
- (ii) English language and literature
- (iii) One Nigerian language (Hausa, Igbo or Yoruba)
- (iv) Islamic studies and citizenship education
- (v) Mathematics
- (vi) Social studies and citizenship education
- (vii) Integrated science
- (viii) Business studies
- (ix) Vocational studies

He added that, I-VI are the core subjects while the others are optional. The medium of instruction is largely Arabic (and the predominant local language).

The analysis of the aforementioned is that, Qur'anic studies are core courses for Tahfeez and Tajweed classes. The initial name of the certificate was H.I.S and later developed to S.I.S despite the fact that the H.I.S still exists. The only difference between the two is that, H.I.S usually refers to the one year up-grading programme which the eligible candidate attended to get the Arabic secondary certificate, while the S.I.S refers to the complete six year program leading to the award of Senior Arabic Islamic studies (SIS). The SIS later replaced with (SAISSCE). And in the curriculum of NBAIS there is no Islamic Studies and Citizenship Education; Islamic Studies is an independent subject while Government is also independent. And also teaching methodology as well as integrated science was discarded from the curriculum in which the sciences are included and taught independently such as, Biology, Chemistry and Physics.

Umar (2006) of the Department of Religious Studies, Arizona State University, Tempe, AZ852 87-3104, U.S.A mentioned that the Sokoto Arabic Teachers' College established in 1963 followed the SAS Model, and by 1979, similar Arabic Colleges had also been established in Gombe, Maiduguri, Hadejia, Katsina, as well as two additional ones in Kano, one of which was exclusively for women. Thus, there were no more than ten SAS-type colleges teaching Madrasah curriculum in 1970s when Nigerians new national policy began to be implemented, but they steadily grew during 1980s -1990s. For example, in 1994, forty-five schools were officially affiliated with the National board for Arabic and Islamic studies (NBAIS) - the new name for the recognized agency that oversees Madrasah curriculum and co-ordinates its certification examination.

He added that a major transformation of Madrasah curriculum came in 1989. After three years of negotiations, NBAIS persuaded Federal Government officials to grant official recognition to a modified Madrasah curriculum to be taught in 6-3-3-4 school system. NBAIS had already redrawn the old Madrasah syllabus from a four-year course of study to a six year one, divided into three year Junior Islamic Studies (JIS) and three – year Senior Islamic Studies (SIS). Other changes added courses on Arabic literature by Nigerian Authors, Social Studies/General Knowledge, Teaching Methods, Hausa/Yoruba and Home Economics for female students. Under the new six year curriculum, both English and Mathematics were raised to compulsory subjects and to the same level as in the public secondary school. The senior Islamic studies certificate has now replaced the old Higher Islamic Studies Certificate. The old certificate was not officially recognized by the Federal Government, and even in the Northern states it was given only limited official recognition for career in teaching and administration of Islamic law. Its holders could only study Arabic and Islamic studies or Islamic law (Shari'ah) at Federal Universities in Zaria, Kano, Sokoto and Maiduguri. These restrictions are no longer applicable to holders of the senior Islamic Studies Certificate that is now recognized nationally as equivalent to the Senior Secondary School Certificate awarded by public schools. The two certificates are recognized as equal levels of educational attainment for employment and admission to Universities, thus qualifying holders of the Senior Islamic Studies Certificates for various professionals' courses at Universities, and specialized academics for police, immigration, customs, state security service and military training.

From what was seen so far by the previous researcher, it can be understood that curriculum of any educational system must be dynamic and inconstant depending on the development and needs of the society. As it was mentioned that the curriculum of NBAIS was transformed around 1989 which as a result, the certificate of NBAIS became equal to

Grade II teacher certificate in which the products of NBAIS can teach in Islamiyya schools, Tahfeez primary Schools and the public primary schools. After Grade II teacher certificate was scrapped as minimum teaching qualification, the NBAIS started another struggle for the curriculum transformation around 2008 and they succeeded in transforming the new curriculum in collaboration with NERDC in the year 2011 with full recognition by the Federal Government of Nigeria under Federal Ministry of Education.

2.5.6 Breakdown of English curriculum of NBAIS

This is an integrated English language curriculum embodying the following essential element: Listening and speaking; Reading and writing; Grammatical accuracy and language appreciation through literary works (supplementary readers). The main thrust of the effort at this stage is communicative competence through intensive and extensive practice sessions. For pedagogical experience, the activities have been broken down into themes; but it is essential that teachers bear in mind the interdependence of skills.

The objectives of this upper basic education English curriculum are both remedial and developmental, as it set out to:

- a. Tackle the language deficiencies brought in from the lower basic;
- b. Develop language proficiency necessary for both upper basic and post basic.
- c. Develop the language proficiency necessary for performing well in other school subjects.

The curriculum at this level is intended to build up confidence in students' use of the language. As much as possible, the activities are expected to be interactive, sometimes teacher initiated and at other times students initiated. The curriculum is thematic approach content organization where major relevant themes were selected and topics were arranged

under them across 3 years Senior Arabic and Islamic Secondary Schools in a spiral manner to sustain the interest of the students. The following is the breakdown of English curriculum from SAISS one to SAISS three.

SAISS One 1st Term

Listening for implied meanings, Words assuaged with culture and ceremonies, More about Adjuncts, Consonant clusters in dialogues, Reading for critical evolution, Associated with science and technology, About the use of complex structures, Unstressed vowel sounds, Summarizing paragraph units, About motor car and travelling, About noun and noun phrases, Condone dusters, Two consonant words, Summarizing expected complex passages, Assuaged with government, About countable & uncountable nouns, Clusters of three consonants, Reading for main points, Based on the passage ream, More on nominalization, Debates, Reading for summary, Based on the passage, More on complex sentences, Verbs a-irregular verbs, Listening comprehension, Based on the passage, More on tenses, More about phrasal verbs, Identifying and setting topic them and key sentence of passage, Based on the passage, More on nouns and noun phrases, Complex sentences (cont.), A suitable passage, Based on the passage, More about countable & uncountable, Intonation – falling tune, Continuums writing argumentative, Associated with law and order, Introducing nominalization, Words of five syllables stressed on the first syllable, Report writing, English & American spellings, More about verbs irregular verbs, Word of five syllable stressed on the second, Continuous writing – narrative, Idioms and idiomatic expression, More about tenses – complex tenses, Words of five stressed on the third syllable, Continuous writing Descriptive, Sing stamens in English language or firth, More about phrasal verbs, Six syllable words stressed on the third or fourth.

SAISS One 2nd Term

To identify speaker's purpose and tone, Foreign words Latin and Greek, More about phrasal verbs, Intonation surprise and disbelief, Argumentative, More about pronouns, Adjuncts, Falling, Summarizing narrative prose, More about nominalization – types, Complex sentences, Speaking skills – Debates, Report writing, More about sequence of tenses, More about complex sentences, Rising tunes, Paraphrasing poetry, More about idioms and idiomatic expression, More about tenses, Toast and other formal speeches, Summarizing argument for father practice, More about idioms, More about phrasal verbs, Consonants that follow k, w, Reading to identify topic/theme and key sentence, Based on the passage read, Adjuncts, Words of two syllable stressed on the second syllable, Word meaning in context, Based on the passage read, More about complex sentences, Poetry reading, Report writing, Idioms and idiomatic expression, More about nouns and noun phrases, Phrasing and voice modulation in continuous prose reading, Prescriptive, Based on a selected passage, More about countable & uncountable nouns, Speaking skills – Debates, Technical & scientific writing, More about nominalization, More of four syllable stressed on the first syllable.

SAISS One 3rd Term

A suitable tuba passage, Based on the passage read, More about Adjuncts, Listening for implied meaning, More about Report writing, Words associated with culture & ceremonies, More about verbs (irregular), More on consonants clusters in dialogue, Letter writing, Based on a selected passage read, More about tenses, Dismissive topic(s), Informal letter, Science & Technology, More about phrasal verbs, Consonant sounds (voiced & Voiceless), Reading for main points, Based on the passage read, Complex sentences, Debates, Record keeping, Associated with government, More about phrasal verbs, More about clusters, Note making, Associated with law & judiciary, More about phrasal verbs, More about vowel sounds,

Notices and invitation, More British & American spelling, More about complex sentences, Stress & intonation, Reading for summary, Idioms and idiomatic expression, More about complex sentences, Revision of consonant sounds, Speech writing, Foreign elements in English usage, More about verbs (regular & irregular), More about unstressed vowel sounds.

SAISS Two 1st Term

Listening for implied meaning, More about noun phrases, More about verbs, Debates, Letter writing, More on idioms & idiomatic expression, More on complex sentences, More on consonants clusters, Reading for critical evaluation, More about phrasal verbs, More on complex sentences, More about unstressed vowel sound, Letter, Words associated with travelling, More about nominalization, More about stress, Summarizing paragraphs, Based on the passage read, More about adjuncts, More about consonants clusters, Continuous writing argumentative, More about idioms, More about tenses, Unstressed vowel sounds, Paraphrasing a prose, More about foreign elements in English usage, More about phrasal verbs, More about stressed syllables in words, Speech writing for special purposes, Foreign words in English, Latin & Greek, Complex sentences, Intonation – surprise, disbelief, Paraphrasing poetry, Based on the passage read, More about countable and uncountable nouns, Consonant sounds – voiced & voiceless, Letter – formal, Words associated with culture and ceremonies (cont.), More about adjuncts, More consonants & vowels sounds, A suitable passage, Based on the passage, More about complex structures, Revision of consonant sounds /j/ /q/ /z/ /is/ /3/ /s/, Continuous writing – Narrative, Associated with sciences & technology, More about irregular verbs, More about consonant clusters – two consonants words, A suitable passage, Based on the passage read, More about complex sentences, Intonation – falling tune.

SAISS Two 2nd Term

Listening comprehension, Based on the passage, More about complex sentences, Consonant that follow k, w, (Revision), Writing – cont. (Narrative), Any suitable vocabulary, More about phrases, Words of two syllables stressed on the first, Listening to identify speaker's purpose, Based on the passage read, More about countable and uncountable, More about consonant clusters, Listening comprehension, Based on the passage read, More about nominalization, More about vowel sounds, Reading comprehension word meaning in context, Based on the passage read, More about irregular verbs, More about consonant sounds, More about descriptive essay, More about idioms and idiomatic expression, More about phrasal verbs, More on unstressed vowels, Any suitable passage, Based on the passage read, More about phrasal verbs, More on consonant cluster, Letter writing (formal), Any suitable vocabulary, More on adjuncts, Words of five syllables, Reading for summary, Based on the passage read, Phrasal verbs (cont.), Poetry reading, Letter –informal, Any suitable vocabulary, More about complex sentences, More on stressed & Unstressed syllables, Reading for main points, Based on the passage read, More on complex sentences, Revision of vowel and consonants sounds.

SAISS Two 3rd Term

Summarization a specified number of sentences, Any suitable vocabulary, More on complex sentences, Stressed & unstressed syllables in words, Argumentative essay, Associated with Low & order, Phrasal verbs, Poetry reading, Summarizing specified number of words, On the passage read, More on tenses, More on falling & rising tunes, Letter – informal, Words associated with transportation, More on complex sentences, Words of three consonants cluster, Any suitable passage, Based on the passage read, Adjuncts, Debate, Narrative essay, Words associated with govt .More about Phrasal verbs, Rising tunes(cont.),Any suitable

passage, Based on the passage read ,Adjuncts Speaking skills, Letter writing (informal)Words associated with Science, More about Complex sentences, Debate, Any suitable passage based on the passage read, Nouns and Noun phrases, Debate(cont.).

SAISS Three 1st Term

Listening comprehension, Words associated with culture & ceremonies (revision), Adjuncts (Revision), Continuous writing (argumentative), Associated with science and technology (Revision), The use complex structure, Listening to identify speaker's purpose and tones, Based on car and transportation (Revision), More about nouns & noun phrases, Speech writing for special purposes, Associated with government, More about countable & uncountable, Words meaning in context, Associated with administration, Nominalization (Revision), Technical & scientific writing, Associated with judiciary, Verbs – irregular verbs, Identifying & stating topic/theme, Associated with Law, More about tenses – complex tenses forms, Continuous writing (Revision), Associated with Order, More about phrasal verbs, Any suitable passage, Based on the passage read, More about phrasal verbs, Report writing, Revision – English & American spelling, Adjuncts, Identifying key sentences of a passage, Idioms & idiomatic expression, Complex sentences, Technical & scientific writing, Revision – formal elements in English usage, Complex sentences, Any suitable passage, Based on the passage read, More about nouns & noun phrases.

SAISS Three 2nd Term

Continuous writing (Narrative), Foreign words in English – Latin & Greek, More about adjuncts, Intonation – surprise disbelief, Reading for main points, More about nouns & noun phrase, Consonant clusters in dialogue, Continuous writing (Descriptive), More about pronouns, More about phrasal verbs, Unstressed vowel sounds (cont.), Reading for summary, More about nominalization, More about irregular verbs, Words of five syllables

which are stressed on the first, Letter writing (types), More about verbs, More about tenses, Words of five syllables which are stressed on the third syllables, Summarizing specified number of sentences, More about sequence of tenses, Complex sentences, Debates.

SAISS Three 3rd Term

Letter – informal, Idioms & idiomatic expression, More about phrasal verbs, Debates, Summarizing specified number of words, Based on the passage read, More on Adjuncts, Debates, Letter – formal Spellings – English & American spelling, Complex sentences, Debates, Any suitable passage, Based on the passage read, Countable and uncountable nouns, Debates, Speech writing, Any suitable words, Complex sentences, Debates.

2.5.7 Breakdown of Mathematics curriculum of NBAIS

The mathematics curriculum of Senior Arabic and Islamic Secondary School of NBAIS (SAISS) was designed for student with relevant in house content to portray the habit of reflective thinking among students. The general objectives of the SAISS mathematics curriculum are:

- i. To stimulate students ability to abstract and logical thinking.
- ii. To build computational skills in students.
- iii. To develop in students the ability to recognize word problems and translate them into mathematical expressions before solving them with related mathematical knowledge.

SAISS One 1st Term

Revision on number bases, Counting in differences bases converting to other bases, Addition, subtraction, Division and multiplication in different bases, Introducing the concept of modular antimatter, Basic operation in modular mathematics (add, subtr, div, multip),

Difference between SI unit and imperial unit of linear measures conversion of SI unit from one unit to another e.g km-m etc, Time hours, minutes – seconds, Solve many exercises, The law of equivalence of decimal and vulgar/common fractions, Changing from vulgar to decimal fraction and vice versa, Use four basic co-operation apply to decimal/vulgar, Fractions, Revise standard form, Standard form, decimal places and significant figure, Expressing number in standard form, Solve exercise, Revise fractions, Ratio and proportion, Relationship between ratio and proportion, Exercises on ratio and proportion, Revision on simple equation, Types of variation direct inverse partial and joint variation, Exercise on all the variation, Calculating percentage profit and loss, Conversion from fraction to decimal to percentage and vice versa, Treat profit and loss, Apply profit and loss in commerce/businesses, Calculating simple interest. Principal Rate and time using, $I = \frac{PTR}{100}$, Solve more problems, Explain based 10 logarithm tables and anti-logarithms tables, Calculation involving multiplication, Division powers and roots using the table, Solve more problems, Revision of standard form, Meaning of indices, Law of indices, Application of the law to solve problems, Revise some of the covered before examination, Examination.

SAISS One 2nd Term

Revision of indices, Indices and Logarithms as inverse operation using multiplication and divisions, Solve problems, Treat rule of Logarithms, Solve problems on all rules without table or calculator – $\log_a + \log_b$, Use table only on compound interest, Solve more problems, Meaning and types of sequence, Arithmetic progression (AP) and terms of AP, Sum of AP, Solve problems, Geometric progression GP, and terms of GP (including the term), Sum of GP, Solve more problems, Definition of set and set notation, Subset empty, universal finite infinite, union intersection, Complement of sets, Venn diagram to solve problems, Classification using Venn diagram use other methods to solve problems, Simple statement, True/false statement, Negation of 5 statement, Implication, equivalence and valid

arguments, Surd as an eruption number, Implication and Rationalization of simple surds, Solve problems on surds (+, -, $\sqrt{}$, $\sqrt[3]{}$), Collecting like and unlike terms, Solving problems on addition, Subtraction division and multiplication of simple algebraic expression, Insertion and removal of brackets, Solve problems, Use letters to subject of formulae, Solve more problems, Solve simple equation of the form $2x+6=4x+2$, Simple equation in one variable, Solve word problems on simple questions, Revise some of the topics before examinations, Examinations.

SAISS One 3rd Term

Revision of some simple equations, Simultaneous linear equations its meaning and concept, Solve using, Elimination method and subtraction method, Solve and apply to word problems, Solve many problems, Revise HOF and LCM, Solve exercises on HCF and LCM of given algebraic expression, Simplification of algebraic fractions (with monomial denominator), Simple equations involving fractions, Solve variety of problems with practical applications to word problems, Factorization: factorable and non-factorable, Introducing and removing at brackets, Application of perfect square and difference of two squares, Factorization of simple quadratic expression, Solve exercises, Revision on graphs, Co-ordinate, meaning of Cartesian plane, Linear equations in two variables, Table of values for linear and quadratic graphs, Using the same axes consider lost situation leading to graphs, Solve problems, Revision on simple equation, Definition of equation, Solution of quadratic equations by: (a) Factorization, (b) Completing the square, Finding constant term which can be added which make on expression perfect, Deduce the formula ax^2+bx+c , use it to solve the quadratic equation, Construction of quadratic equation given roots, Solve linear and quadratic equations, Revise table of values, Draw graphs of linear and quadratic functions, Interpretation of Graph, Drawing of a Tangent to a curve, Use tangent to determine gradient, Solution of linear inequalities in one variable representing the result on a number line,

Graphical solution of linear inequalities in two variables, Solve problems, Revise properties of plane figures-rectangle triangle, rhombus, kite square, parallelogram trapezium, quadrilateral polygons and circle, Use practical shops, Meaning of perimeter and area of plane figure, Calculating perimeters of the shapes, use practical activities squares, rectangle etc, Solve problems, Revision on proportion of shapes, Areas of regular and irregular shapes: Triangle rectangle, rhombus parallelogram, square kite, trapezium quadrilateral, Solve problems on each, Revision of point line parallel lines, Straight lines curve perpendicular linear, Identification, of different angles, acute, obtuse reflex 30, 45 60, 90 120 etc, Complement/supplementary angles corresponding vertically opposite, etc, Revise some of the topics covered before examination, Examination.

SAISS Two 1st Term

Revision on polygons, Different types of triangle and quadrilateral, Types of Revision construction, Measuring and drawing angles use instruments to draw angles, Constructing parallels and perpendicular lines, Bisection of angles, Construction angle equal, To a given angle, Constructing triangles, Constructing of triangles (6) and quadrilateral using construction materials, Do a lot of exercises, Definition of Locus, Illustrate loci based on geometric principles with a variety of constructions and measurement, Treat loci of point at a given distance etc, Equidistance from a given point etc, Revision on parallel and perpendicular lines, Mid-point and interception theorems, Application of mid-point and interception theorem to solve exercise related to the proportional division of line, Revision on properties of triangles, Properties of similar triangles, Comparing sides, angles of similar triangles, Application of properties of similar triangle to solve simple problems on areas volumes of similar plane figure/shapes and solid, Revise properties of circles, Treat theorems associated with chord and tangent of a circle-about (10)-(8) ten theorems, Treat each with

examples and exercises, Revise some of the topics covered before examination, Examination.

SAISS Two 2nd Term

Revise triangle and its properties, Define congruent, Condition of congruency side-side-side (SSS) side-angle-side (SAS) side-angle-angle (SAA) Right-angle hypo-side (RHS) application of the conditions to solve related problems, Properties of parallelogram rhombus, rectangle square, Applications of the properties to solve problems (parallelograms), Part of a circle : core sector, radius diameter and segment treat all, Length of arc of a circle, Perimeter of sector and segment, Define angle at the centre, length of an circle and deduce the formula of arc length, Work examples and exercises, Apply trigonometric ratios to determine, Length of sectors and segments of a circle, Calculating area of segment=, Establish the formula for area of sector, Work on angles on sectors, Solve problems of similar plane figure/shapes and solid, Revise triangle ice different triangles, \define Pythagoras rule, Calculate length using Pythagoras's rule, Solve exercises, Revise some of the topics covered, Examination.

SAISS Two 3rd Term

Definition of solid shapes, Type of solid figure cuboids, cylinder cone prism, pyramids hemisphere and frustum of a cone and pyramid surface area of all these shapes, Volumes of cuboids, cylinder and cone, Solve problems on volumes use models, Definition of latitude and longitude as angles, Definition from geographical point of view of latitude and longitude, Revision of surface area and volume of sphere, Explain earth as o sphere, Calculations of distance on the lines of latitude and longitude using practical examples, Work examples using known places and check result from good atlases, Regular and irregular plane figures, Areas of irregular plane figures use mid ordinate and trapezoidal rules to calculate the areas of irregular plane figure, Practical presentation of data using histogram, bar-chart line graph

and pie-chart, Interpretation of graphs and charts, Frequency distributions and its meaning, Identification of mode and median in a set of data un-group, Calculation of mean, mode and median of grouped data, Solve problems on un-grouped and grouped data, Revise the idea of probability, Meaning of the terms, Probability, Event samples, mutually, exclusive events, Independent events, Trial, Experimental probabilities throwing dice tossing a coin, Theoretical probability, Mutually exclusive events, Different exercises on it, Trigonometric ratios of angles greater than 90° , Use Cartesian plane to determine the trigonometric ratios of angle greater than 90° , Tables of trigonometric ratios, Solve exercises using trigonometric ratio to find height and distances and depression, Areas of triangle, areas of polygons, Revise ratios, Treat sine and cosine rule statement only, Application of sine and cosine rule to solve problem, Solve problems on each spirally (Sine, cosine), Solve more problems, Revise some of the topics covered, Examination.

SAISS Three 1st Term

Revision on equations plume shapes etc, Meaning of vectors, Vector as a directed line segment magnitude, Equal vectors, Sum and differences of vectors, solve problems, Parallel and equal vectors, Multiplication of vector by scales, Cartesian component of a vectors Reflection, Rotation and Translation, Solve problems on each, Revision on significant figure, Treat all cases of significant figure and place value, Solve problems, Average and meaning of average. Use of average and types of average: Moving average: median mean weighted average, Solve problems in each, Quartile and percentile range inter-percentile and lute quartile range, Variance and standard deviation, Solve problems on each, Revision on ratio and proportions, Express two or more quantities as a ratio, Solve problems in simple business operations, Revision on percentages, Calculations of percentages, Explain fully the concept buying price cost price and selling price, Solve problems, Explain: make up marked down and marked-down percentage, Meaning of profit and loss, Explain Gross profit net profit Gross

Loss net Loss ,Calculating of gross and net profit as percentage of sale, Solve problems, Meaning of aliquot parts, Exercises involving ratio, Meaning of commission and how commissions are calculated/received, Different between discount and commission, Trade discount, cash discount and quantity discount, Solve problems on discount and commission, Revise some of the topics covered before, Examination.

SAISS Three 2nd Term

Revise selling price, construct profit, Meaning of cost, Elements of cost: buying price tax, commission transport, Discount, labour storage delivery charges, Solve related problems on all, Meaning of budgeting and budgeting techniques, Explain simple budget of; family, small firms etc. Comparison of actual with the budget, Revise cost price and selling price, Calculate of: gross profit as percentage on cost and selling price, Solve related problems, Revise simple/compound interest, Explain the difference between simple and compound interest, Solve exercises on each, Meaning of depreciation, Difference between depreciations and present value, Method of computing depreciation, Solve problems on depreciation using different methods, Difference between Instalment, Payment and Hire purchase Instalment, Payment and mortgages, Solve problems, Meaning of rates, Exchange rates and their users ,Conversion currency from one country to another, Solve problems, Revise some of the covered before examination.

SAISS Three 3rd Term

Use of rates on relationship with various payments taxes, insurance freight rates etc, Calculation of various rates, Computation of income tax at various income level, Meaning of rates and payroll, salaries allowances, overtime bonus tax, rent, pension, pay slip etc, Explain each practically to the students, Practice exercise for the students, Meaning of stock shares debentures, and bonds, Discuss/explain difference kinds of stock and shares, Solve simple exercise on stock, shares, Debentures and bonds, Definition of bankruptcy, Meaning of

liabilities, Calculation of dividends in bankruptcy, Solve problems in bankruptcy, Revise some of the topics covered before examination.

2.6 Empirical Studies Related to the Study

Asli (2015) conducted a study in English language curriculum implementation in 6th, 7th and 8th grades of public schools through teacher and students' perceptions. The study aimed at investigating how English language curriculum was implemented by teachers. The major areas of investigation were the teachers and students' perceptions of the curriculum goals and content, instructional strategies, evaluation and assessment procedures, problems encountered during the curriculum implementation. Data collected through questionnaire from 368 teachers and 1235 students. The result revealed that the main problems encountered in the implementation process resulted from poor methodology of teaching, lack of material and resources, the course-book and the classroom environment. The research is related to this which sought to find out the contents of English curriculum of NBAIS as well as human and material resources for the successful implementation of English and Mathematics curricular of NBAIS

Copriady (2014) in a research conducted on "Teachers Competency in the Teaching and learning Chemistry Practical" The researcher used interrelated aspects of design, planning, implementing and evaluating practical training or experiment to measure competency. Is a survey using questionnaire as the main instrument to determine the competency of the four aspects mentioned above. Samples randomly selected consisting 234 Chemistry teachers in Riau Indonesia. The findings show that the level of competency in all aspects is at moderate level. The study related to this research because is one of the objectives of this research sought to find out the level of teachers competency in handling the implementation of English and Mathematics curricula of NBAIS.

Ishaya (2014) conducted a study on Assessment of the Implementation in Junior Secondary Schools in Kaduna State. The study used the survey method with 130 Integrated Science teachers' respondents as sample size and the questionnaire used as research instrument has the reliability index of 0.68. The findings of the research show that teachers' qualification determines the level of achievement of integrated science curriculum objectives at junior secondary schools in Kaduna state. The research findings related to another objective of this study that assessed the level of competences of teachers in handling the implementation of NBAIS curricula.

In a study of Eyiuche (2013), curriculum Implementation as perceived by Nigeria Secondary Schools' Principals in Anambara State" The researcher used a Survey Design where 257 Secondary Schools Principals participated as sample size. A 16 items researcher-developed questionnaire used to collect data for the study. The findings indicated that on the opinion of male and female principals there was a little extent of parental involvement in the curriculum implementation. The study is related to this research which sought to find out the level of acceptability and commitment of the community towards the successful implementation of English and Mathematics curricula of NBAIS in Kano Metropolis.

A study conducted by Aden (2013), on "Determinants of implementation of Islamic integrated Education programme in public pre-schools Habaswein District, Wajir country, Kenya". The study was descriptive survey and investigated the factors that determine the successful implementation of Islamic integrated education program in the public early childhood centres in Habaswein District. 15 Head teachers, 15 preschool teachers 75 parents participated as sample size (107). The data of the research were collected using questionnaires, interview schedules and observation check list. The reliability index was 0.74. Findings of the study indicated that the level of monitoring of IIEP by parents and education officers influenced the implementation of IIEP in the public early childhood

centres in Habaswein District. Half of the trainers rated the implementation in the District being poor while the same number said the implementation was fair. The data shows that parents supported the IIEP had a positive influence on the implementation of Islamic integrated education program in the public early childhood centres. The research is related to this study in the sense that both are aimed at assessing the curriculum Implementation of Islamic Integrated education programme as well as the acceptability and the commitment of the community towards the implementation of English and Mathematics curricula of NBAIS.

In the study of Guolaug (2010), Effects of Parental Involvement in Education; a case study of Namibia. A qualitative research approach was used. Data gathered by interviewing parents of seven students at Combretum Trust School in Windhoek. Findings are that all parents who were interviewed are highly involved in their children's education. It was also revealed that all parents recognized the importance of staying involved with their child's education and participated fully. The above research related to this study in such a way that this research sought to find out the level of parents' acceptance and commitment towards the implementation of English and Mathematics curricula of NBAIS in Senior Arabic and Islamic Secondary Schools in Kano Metropolis.

Okoli (2015), conducted a research on Adequacy of Material Resources required for Implementation of upper Basic Business studies Education curriculum in Ebonyi State, Nigeria. The study was descriptive survey in which two hundred and forty one (241) Business Studies teachers participated in the study as sample size. The instrument used for data collection is questionnaire which has the reliability coefficient of 0.81. The finding of the revealed that Business Studies facilities are of low adequacy as well as Business Studies curriculum textbooks in public and private junior secondary schools in Ebonyi State. Thus, the study is related to this study because is one of the objective of this research to find out the

availability of human and material resources for the successful implementation of English and Mathematics curricula of NBAIS.

Shaaban (2012) conducted a research “The challenges of teaching Islamic religious Education on spiritual and academic formation of secondary school students in Nairobi, Kenya”. The study adopted both systematic and purposive sampling procedures in which 12 Secondary Schools selected out of 37 that offer IRE in Nairobi. The study investigated the challenges of teaching Islamic Religious Education (IRE) on spiritual and academic formation of secondary. Data was collected through interview and questionnaires and was analyzed with the help of tables of frequency distribution and percentages. The instrument has the reliability index of 0.68. The findings of the study show that the major challenges facing the teaching of I.R.E in secondary schools in Nairobi was shortage of trained teachers. Other challenges include inadequate teaching and learning resources and lack of capacity building and staff development program. It is based on fact that the finding of the aforementioned research is closely related to this study, because is one of the objectives of this research to find out the availability of human and material resources for the implementation of English Mathematics curricula of NBAIS.

In another study conducted by Sheikh (2013), titled as “Islamic Education in Kenya: A Case Study of Islamic Integrated Schools in Garissa Country” The thesis explores the challenges facing Islamic Education in Kenya with specific reference to Islamic Integrated schools. The study has utilized the phenomenological approach to capture and describe the essence of Islamic Integrated Schools as a social phenomenon and the challenges they face in providing two different types of knowledge with different values. The instrument used for data collection was interview and questionnaire and the reliability index of the instrument was 0.76. The findings show that, the dual curriculum in Islamic integrated schools is seen as too heavy, since there is no room for compromise on the part of MOE National curriculum

which examined by the Kenya National Examination Council. From the findings of the above cited research, we can understand that the research is related to this study because among the objectives of this research is to find out the nature of English and Mathematics curricula of NBAIS. Therefore, they are to some extent relevant.

2.7 Summary and Uniqueness of the Study

The chapter has reviewed literature on the theoretical framework of this study. The two models of Curriculum implementation that is centre periphery model and proliferation of centre model as well as the indices of curriculum implementation are also reviewed. The literature reviewed provided information on Islamic Based Education curriculum, its aims and objectives, origin, and its historical evolution in Nigeria. The chapter traces the historical development of the integration of the system into secular education around 1930 and 1942 respectively. The literature also reviewed the role of Islamic institutions in the promotion of Islamic Based education in Nigeria. The literature reviewed the roles of National Board for Arabic and Islamic Studies (NBAIS) in spreading the Islam-Based education curriculum in Nigeria. An overview of the NBAIS curriculum and break down of English and Mathematics curricula are also reviewed. Similarly, eight (8) empirical studies were reviewed which gave the researcher an insight on the areas that have been covered and what remained to be covered, not only that, it also allowed the researcher to know the appropriate techniques that is supposed to be used in conducting this study.

Thus, this research is unique in its kind, because there is limited research on the topic under study. Many researchers have conducted studies on assessment of curriculum implementation either in sciences or social sciences among others, but they relegated the assessment of the Implementation of English and Mathematics curricula in Senior Arabic and Islamic Secondary Schools in Kano metropolis. This is the gap which the study aims at filling.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the research methodology that was used by the researcher in collecting and analyzing the data collected from the field. This chapter covers the following major areas; research design, target population, sample size and sampling procedures, research instruments, validity and reliability of the instruments, data collection procedures and the methods used in analyzing the data.

3.2 Research Design

The study adopted the Descriptive Survey design to assess the implementation of English and Mathematics curricula in Senior Arabic and Islamic Secondary Schools in Kano metropolis. The design allows the generalization of findings from a sample to a wider representation of the population. Orodho (2005) stated that, descriptive survey design is a method used to collect information about opinions, attitudes and habits of people or any of the variety of educational or social issues by interviewing or administering questionnaires to a sample of individuals. A descriptive survey design was utilized because it is appropriate in the collection of original data about selected problem areas and the possibility it offers in making descriptive assertions about a large population (Gay, 2006). From the above assertion, we can understand that this design is suitable for this study, because the research aims at assessing the implementation of English and Mathematics curricula in Senior Arabic and Islamic Secondary Schools in Kano metropolis by hearing at the opinion of principals and teachers, about the new English and Mathematics curricula implemented by the NBAIS.

3.3. Population of the Study

A population refers to an entire group of individuals, events or objects having some common characteristics. Consequently, this study targeted all principals, English and Mathematics teachers of Senior Arabic and Islamic Secondary schools in Kano Metropolis, which comprises three educational zones, these are: Dala, Kano Municipal and Nassarawa zones. There are a total number of 28 Principals of senior Arabic and Islamic Secondary schools, 100 English teachers and 60 mathematics teachers which made up the population of the study.

Table 1 Distribution of Schools and Number of English and Mathematics Teachers per zones in Kano Metropolis, Kano State

S/N	Zones	Number of Principals/Schools	Number of English teachers	Number of mathematics teachers	Total
1	Dala	04	22	10	36
2	Kano municipal	13	35	25	73
3	Nassarawa	11	43	25	79
	Total	28	100	60	188

Source: Kano State Senior Secondary Schools Management Board, (Monday, 29 Feb, 2016).

3.4 Sample size

Sample is used in order to make an estimate of the characteristic being investigated within the entire population. Gay (2006) suggests that when dealing with a large population, a descriptive study could work with a minimal sample of 10 percent and at least 20 percent for smaller population. In this study, the sampling was drawn from the targeted population, this means all principals, English and Mathematics teachers of Senior Arabic and Islamic

secondary schools in Kano metropolis zones were included. Table 1 indicated that there were 28 Principals, 100 English teachers and 60 Mathematics teachers which make the total of 188 populations. According to Krejcie and Morgan table for sample size, (1970), one hundred and thirty two (132) was considered for this study as the sample size.

Table 2. Sample Size for the Study

Zones	Number of Principals	Number of English Teachers	Number of Mathematics Teachers
Dala	4	12	8
Kano Municipal	9	20	17
Nassarawa	7	38	17
Total	20	70	42

3.4.1 Sampling Techniques

The subjects for this study were sampled out using simple random sampling techniques by employing balloting method. The random sampling techniques were applied in selecting the subjects because it is the process of selecting samples in such a way that all individuals in the defined population had an equal and independent chance of being selected from the samples. The selection was made by assigning numbers on a piece of papers to all subjects. This piece of papers were folded and put in a container, shuffled together and later dip hand into the container and pick out one at a time until the required numbers for the sample are picked.

3.5 Data Collection Instruments

The data for this study were collected by using questionnaires. The questionnaire was used for data collection because it offers considerable advantages in its administration. Gay (2006) maintains that questionnaires give respondents freedom to express their views or opinion and make suggestions. There were two sets of questionnaires in this study. The questionnaire was used to collect data from principals of Senior Arabic and Islamic Secondary schools in Kano metropolis. The instrument was adapted from the study of Moreno-Murcia et al (2015) entitled evaluation of teaching competences questionnaire (CEID). The instrument (CEID) has the reliability index of 0.94, which is reliable enough for measuring teachers' competency. While the researcher's made questionnaire was used for English and Mathematics teachers to measure the nature of English and Mathematics curricula of NBAIS. The questionnaires contained items covering the objectives of this study. These are: 10 items formulated to assess the teachers' competences with highest scores of 40. 10-19 shows incompetent while 20-40 shows competent. There were 10 items to measure the methodology of teaching with highest score of 40. 10-19 shows inappropriate while 20-40 shows appropriate. There were 8 items to measure acceptability and commitment of the community with highest scores of 32. 8-15 shows unaccepted while 16-32 shows accepted. For human and material resources 10 items composed with highest scores of 40. 10-19 shows unavailable while 20-40 shows available. In examining the nature of the curricula 5 items were formulated with highest scores of 20. 5-14 shows the complex result while 15-20 shows simple. Therefore, a modified 4 point Likert scale was used in which SA=4, A=3, D=2, SD=1, thus, $4+3+2+1=10$.

3.5.1 Validity of the Instruments

The content validity of the research instruments were sought upon by removing vague items and replacing them with more suitable ones before the pilot study. According to Borg and Gall (1989) cited in Adan (2013), content validity of an instrument is improved through expert judgment. Therefore, the instruments for data collection was presented to researcher's supervisor and experts from the Department of Education, Bayero University, Kano, for face and content validity in order to ascertain the relevance of the items in relation to the objectives of the study as well as the appropriateness of the language used in the instruments.

3.5.2 Pilot study

Before actual collection of data, a pilot study was conducted to determine the validity and reliability of the instruments as well as the clarity and relevance of the instruments. This helped to reveal any vague questions that later rephrased. The pilot study was conducted by using (4) principals and the instrument used has the reliability index of 0.80 and (20) English and Mathematics teachers randomly selected from Senior Arabic and Islamic Secondary schools in Dawakin-Kudu Zonal Education which is out of the study area. The instrument of 20 English and Mathematics teachers which was piloted for the study has the reliability index of 0.72 which means that there was strong relationship

3.5.3. Reliability of the Instruments

Mugenda and Mugenda (2003) cited in Orodho (2005) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. The reliability of the instrument for this study was checked through split-half method to establish the reliability of the instrument. A computation of the total scores from the test was made. Reliability coefficients of test scores were determined using Spear Man Rank Order. The reliability index was 0.80 and 0.72 respectively. The researcher calculated the answers

obtained from (4) principals and (20) Teachers in the piloted schools and the responses were consistent with the instrument, therefore the instruments were reliable for the study.

3.6 Data Collection Procedure

Before embarking on the data collection exercise, a research permit or introduction letter was obtained from the Department of Education Bayero University, Kano. The questionnaires was administered by the researcher to the principals and teachers of senior Arabic and Islamic Secondary Schools in Kano metropolis after getting permission from KSSSSMB and Municipal, Dala and Nassarawa Educational zones. The principals and teachers were given two weeks to fill in the questionnaires after which the filled-in questionnaires were collected. All the questionnaires given were filled up and returned.

3.7 Methods of Data Analysis

In order to answer the research questions, descriptive statistics that is, Mean, standard deviation, frequency count and percentage were employed in the analysis of the data. The statistical package for social science known as SPSS version 20 was used to facilitate data analysis so as to infer meanings out of the collected data from the retrieved questionnaires administered to principals, English and Mathematics teachers.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter involves presentation of data and analysis, answering research questions, summary of major findings as well as the discussion of findings. The analysis was presented in two ways that is, research question one to three presents the data collected from the 20 Principals of Senior Arabic and Islamic Secondary Schools in Kano Metropolis on teachers' competency, acceptability and commitment of the community as well as availability of human and material resources towards the implementation of English and Mathematics curricula of NBAIS. Research question four presents the data collected from 112 English and Mathematics teachers on the contents of English and Mathematics curricula of NBAIS in Senior Arabic and Islamic Secondary Schools in Kano metropolis and analyzed by using mean, standard deviation, frequencies and percentage distribution.

4.2 Presentation of Data

The data analysis was presented on the basis of the research questions. Data presented in table, English followed by Mathematics to make the results more meaningful.

Research Question one: Research question one sought to find out whether the contents of English and Mathematics curricula of NBAIS are simple or difficult. The result of the responses is presented in table 3.

Table 3: Contents of English and Mathematics curricula of NBAIS according to teachers' perception

Indicators of curriculum contents;				
a. Wideness in scope				
b. Meeting its stated objectives				
c. Tackling language deficiency				
d. Building computational skills in the students				
English	Frequency	Percent	Mean	S.D
Simple	40	57.1%	1.4286	.49844
Complex	30	42.9%	1.4286	
Total	70	100.0	1.4286	.49844
Mathematics	Frequency	Percent	Mean	S.D
Simple	29	69.0%	1.3095	.46790
Complex	13	31.0%	1.3095	
Total	42	100.0	1.3095	.46790

Table 3 shows the contents of English and Mathematics curricula of NBAIS as perceived by the teachers. The results show that the contents of the curricula are simple to implement. The content of English curriculum is simple with high score of 40 out 70 and 57.1 % as against complex content of the curriculum with 30 out 70 and 42.9%. The content of mathematics curriculum is simple with high of 29 out 42 and 69.0% as against complex content with 13 out of 42 and 31.0%. This means that the result is positive.

Research Question Two: The research question two sought to find out the level of competency of teachers in handling the implementation of English and Mathematics curricula of NBAIS. The result of the responses is presented in table 4.

Table 4: Level of teachers' competency in handling the implementation of English and Mathematics curricula of NBAIS according to principals' perception.

Indicators of competency;

- a. Qualification
- b. Teaching experience
- c. Communication with students, parents as well as other audience about students' progress

English	Frequency	Percent	Mean	S.D
Competent	13	65.0%	1.3500	.48936
Incompetent	7	35.0%	1.3500	
Total	20	100.0	1.3500	.48936

Mathematics	Frequency	Percent	Mean	S.D
Competent	11	55.0%	1.4500	.51042
Incompetent	9	45.0%	1.4500	
Total	20	100.0	1.4500	.51042

Table 4 shows the level of competency of English and Mathematics teachers of Senior Arabic and Islamic Secondary Schools in handling the implementation of English and Mathematics curricula of NBAIS in Kano Metropolis. The results show that the competency of English teachers was 13 out of 20 with 65.0% as against incompetency with 7 out of 20 and 35.0%.

The competency of mathematics teachers was 11 out 20 with 55.0% as against incompetency with 9 out of 20 and 45.0%. This implied that majority of English and Mathematics teachers in senior Arabic and Islamic secondary Schools in Kano metropolis possessed a minimum teaching qualification (NCE) and also used variety techniques in teaching English and Mathematics. The responses revealed that teachers of English are more competent than Mathematics teachers.

Research Question Three: Research question three sought to find out the level of acceptability and the commitment of the community towards the implementation of English and Mathematics curricula of NBAIS. The result of the responses is presented in table 5

Table 5: Level of acceptability and commitment of the community towards the implementation of English and Mathematics curricula of NBAIS

Indicators of acceptability and commitment;

- a. Enrolling children into the schools
- b. Renovation and building of new classes
- c. Visiting and providing teaching materials

English	Frequency	Percent	Mean	S.D
Acceptable	16	80.0%	1.2000	.47016
Unacceptable	4	20.0%	1.2000	.47016
Total	20	100.0	1.2000	.47016

Mathematics	Frequency	Percent	Mean	S.D
Acceptable	16	80.0%	1.2000	.41039
Unacceptable	4	20.0%	1.2000	.41039
Total	20	100.0	1.2000	.41039

Table 5 revealed that the results were positive because it indicated that majority of the parents in Kano metropolis accepted the curricula of English and Mathematics that has been introduced by NBAIS in the year 2011 and are committed towards its successful implementation. This is obvious because the results show the acceptability of the two curricula with 16 out of 20 and 80.0% against unacceptability and uncommitted with 4 out of 20 and 20.0%. By implication, this means that the community assisted immensely through which the English and Mathematics curricula of NBAIS are being implemented. The responses positively show that community through association built classrooms, renovation of dilapidated ones. It is also evident that the community provides instructional facilities for the successful implementation of English and Mathematics curricula of NBAIS.

Research Question Four: Research question four sought to find out whether there is an adequate provision of human and material resources for the successful implementation of English and Mathematics curricula of NBAIS. The result of the responses is presented in table 6.

Table 6: Availability of human and material resources for the successful implementation of English and Mathematics curricula of NBAIS

Indicators of human and material resources;

- a. Adequate teaching staff

- b. Enough classrooms
- c. Availability of instructional facilities

English	Frequency	Percent	Mean	S.D
Available	6	30.0%	1.7000	.47016
Unavailable	14	70.0%	1.7000	.47016
Total	20	100.0	1.7000	.47016

Mathematics	Frequency	Percent	Mean	S.D
Available	6	30.0%	1.7000	.47016
Unavailable	14	70.0%	1.7000	.47016
Total	20	100.0	1.7000	.47016

Table 6 revealed that there are inadequate human and material resources in Senior Arabic and Islamic Secondary Schools in Kano Metropolis for the successful implementation of English and Mathematics curricula of NBAIS which means that the result is negative. This is apparent because the result shows the unavailability of human and material resources for teaching English and Mathematics with 14 out of 20 and 70% as against availability which has the total of 6 out of 20 with 30%.

Research Question Five: Research question five sought to find out the methods used in teaching English and Mathematics curricula of NBAIS. The result of the responses is presented in table 7.

Table 7: Methods of teaching English and Mathematics curricula of NBAIS according to principals' perception

Indicators of good methodology;

a. Using variety of instructional strategy

b. Effective plan for instruction

c. Proper evaluation of the lesson

English	Frequency	Percent	Mean	S.D
Appropriate	13	65.0%	1.3500	.46790
Inappropriate	7	35.0%	1.3500	.46790
Total	20	100.0	1.3839	.46790

Mathematics	Frequency	Percent	Mean	S.D
Appropriate	12	60.0%	1.4000	.50262
Inappropriate	8	40.0%	1.4000	.50262
Total	20	100.0	1.3839	.50262

Table 7 shows the methods uses in teaching English and Mathematics curricula of NBAIS as perceived by the principals of the schools. The results show that English teachers are using appropriate methodology in teaching English, because 13 out 20 with 65.0% of the principals are on the opinion that English teachers are using appropriate methods in teaching English. The results also, revealed that Mathematics teachers are using appropriate methodology in

teaching Mathematics with high scores of 12 out of 20 and 60.0% as against inappropriate methods with 8 out of 20 and 40.0%. This implies that the methods used in teaching English are more appropriate than the methods of teaching Mathematics.

4.3 Summary of findings

Based on the above results, the following are the major findings of the study:

1. Forty (40) English teachers out of 70 with 57.1% are of the opinion that the content of English curriculum is simple to implement as against complex with 30 out of 70 and 42.9%. The content of Mathematics curriculum also, is simple to implement with 29 out of 42 and 69.0% as against complex with 13 out of 42 and 31.0%.
2. Thirteen (13) principals out of 20 with 65.0% are of the opinion that teachers are competent in handling the implementation of English curriculum as against incompetent with 7 out of 20 and 35.0%. The principals also are of the view that mathematics teachers are competent with 11 out of 20 and 55.0% as against incompetent with 45.0%.
3. Community accepted and is committed towards the successful implementation of English and Mathematics curricula of NBAIS as perceived by the Principals of Senior Arabic and Islamic Secondary Schools in Kano Metropolis with acceptability level of 16 out of 20 which are 80.0% as against unaccepted level with 6 out of 20 which is 20.0%.
4. There is an inadequate human and material resource for the successful implementation of English and Mathematics curricula with unavailability level of 6 out of 20 which is 30.0% as against 14 out of 20 which is 70.0% in Senior Arabic and Islamic Secondary Schools in Kano Metropolis, more especially teaching staff.

5. Thirteen (13) principals out of 20 with 65.0% are of the view that English teachers are using appropriate methodology in teaching English which against inappropriate methodology with 7 out of 20 and 35.0%. Principals also, are of view that 12 out of 20 and 60.0% of mathematics teachers are using appropriate methodology in teaching mathematics as against inappropriate with 8 out of 20 and 40.0%.

4.4 Discussions of Findings

The discussions on the findings are done in relation to the results of the research questions answered.

Research question one sought to find out the contents of English and Mathematics curricula of NBAIS. The outcome of research question one showed that most of English and Mathematics teachers of NBAIS curricula are on the opinion that the contents of the curricula was simple to meet the stated objectives of the curricula. And also the content of the curricula can serve as tool of tackling language deficiencies and also used for building computational skills among Senior Arabic and Islamic Secondary Schools Students in Kano Metropolis. The finding differs with the research of Adan (2013) which shows that, the dual curricula in Islamic integrated schools is seen as too heavy, since there is no room for compromise on the part of MOE National curriculum which examined by the Kenya National Examination Council

Research question two sought to find out the competency of English and Mathematics teachers of NBAIS curricula. The outcome of this research question two showed that Senior Arabic and Islamic Secondary Schools' teachers in Kano Metropolis are competent in handling the implementation of English and Mathematics curricula, this because majority of the teachers are trained and possessed a minimum qualification of teaching (NCE) and also are using variety of techniques in handling the implementation. The cumulative responses show that English teachers' competency was high with 13 frequencies out of 20 and 65.0%

which was against incompetency with 7 frequencies out of 20 with 35.0% while Mathematics teachers' competency has the frequency of 11 out 20 with 55.0% which was against incompetency with 9 out of 20 and 45.0%. This outcome is in line with that of Ishaya (2014), who discovered that there is a close relation between teachers' qualification and the determining of their achievements in teaching. But it differs with that of Copriady (2014) where he discovered that the competency of Chemistry teachers in four aspects measured are at moderate level.

Research question three sought to find out the level of acceptability and commitment of the community towards the implementation of English and Mathematics curricula of NBAIS. The outcome of the research question three showed that community has a positive perception on the implementation of English and Mathematics curricula of NBAIS. The community accepted and also committed to the success of its implementation. This is because the responses showed that community is highly committed towards the implementation of English and Mathematics curricula of NBAIS. This is apparent because the cumulative response shows the acceptability and commitment of the community with frequencies of 16 out of 20 and 80% against unacceptability which has 4 out 20 and 20%. This finding corresponds with the findings of Aden (2013) which shows that parental support of the Islamic Integrated Education Programme (IIEP) had positive influence on the implementation of Islamic integrated education programme in the public early childhood centres in Nairobi. The findings also correspondent with that of Guolaug (2010) which discovered that parents recognized the importance of being involved in their child's education and participated fully. But this research differs with that of Eyiuche (2013) where he discovered that there was a little extent of involvement of the parents in curriculum implementation in Anambara State.

Research question four sought to find out the availability of human and material resources for the successful implementation of English and Mathematics curricula of NBAIS. The outcome of research question four showed that there are inadequate Human and material resources in Senior Arabic and Islamic Secondary Schools in Kano metropolis for the successful implementation of English and Mathematics curricula, this can be seen because unavailability was 14 frequencies out of 20 and 70.0% which was against availability with 6 frequency out of 20 and 30.0%. This finding is in line with the findings of Shaaban (2013) which showed that the major challenges facing the teaching of I.R.E in secondary schools in Nairobi include inadequate teaching and learning resources, lack of capacity building and staff development programme. It also confirmed the research of Okoli (2015) which revealed that there were inadequate material resources for the successful implementation of business studies curriculum in both public and private schools of Junior Secondary Schools in Ebonyi State.

Research question five sought to find out the methodology used in teaching English and Mathematics curricula of NBAIS. The outcome of research question five showed that 13 out of 20 principals with 65.0% are of the view that English teachers are using appropriate methods in teaching English while 12 out of 20 principals with 60.0% are of the view that Mathematics teachers are using appropriate methodology in teaching mathematics. The finding differed with the research of Asli (2015) which shows that, one of the problems facing the implementation in 6th, 7th and 8th grades was poor methodology of teaching English language.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions, some recommendations from the study as well as recommendations for further studies.

5.2 Summary of the Study

The purpose of this study was to assess the Implementation of English and Mathematics curricula in Senior Arabic and Islamic Secondary Schools in Kano Metropolis. Five (5) research objectives were formulated to find out the contents of the curricula, level of competency of teachers in handling the implementation of English and Mathematics curricula of NBAIS in Senior Arabic and Islamic Secondary Schools in Kano Metropolis. The research also assessed the level of acceptability and commitment of the community towards the implementation of English and Mathematics curricula of NBAIS. This study also examined the availability of human and material resources for the successful implementation of English and Mathematics curricula of NBAIS in Senior Arabic and Islamic Secondary Schools in Kano Metropolis. The study also found the methodology used in teaching English and Mathematics curricula of NBAIS as well as it's richness to meet the stated objectives of the curricula of NBAIS. Five (5) research questions were formulated to guide the study. The study was limited to only Senior Arabic and Islamic Secondary Schools in Kano Metropolis which constituted Dala, Kano Municipal and Nassarawa educational zones.

In chapter two, the chapter reviewed literature on the theoretical framework of this study. The two models of Curriculum implementation that is, centre periphery model and proliferation of centre model as well as the indices of curriculum implementation were discussed. The

literature reviewed provided information on Islamic Based Education curriculum, its aims and objectives, origin and its historical evolution in Nigeria. The chapter traces the historical development of the integration of secular into Arabic and Islamic education in Nigeria around 1930 and 1942 respectively. The literature also reviewed the role of Islamic institutions in the promotion of Islamic Based education in Nigeria. The literature reviewed the roles of National Board for Arabic and Islamic Studies (NBAIS) in spreading the Islamic Based education curriculum in Nigeria. General overview of the NBAIS curriculum and break down of the contents of English and Mathematics curricula of SAISS 1, SAISS 2 and SAISS 3 were also reviewed.

Chapter three focused the methodology of the study. The research design for this study was descriptive survey; a random sampling technique was used. The population of the study comprised all senior Arabic and Islamic secondary schools in Kano metropolis. Stratified random sampling technique was used. This means that 20 principals, 70 English teachers and 42 Mathematics teachers, made the total population of one hundred and thirty two (132) to represent the entire population of one hundred and eighty eight (188). There were two sets of instruments for this study. The instrument (a) was used to collect data from the principals named as principals' questionnaire for measuring teachers' competency, acceptability of the curricula, availability of human and material resources and the methodology of teaching (TCACAHMR). The questionnaire consisted of thirty eight (38) items, 10 items measured methodology, 10 items measured teachers' competency, 8 items measured acceptability and commitment of the community, 10 items measured the availability of human and material resources. The reliability index of the instrument was computed by using split half method and Spear Man Rank Order. The value obtained was $r = 0.80$. The instrument (b) used to collect data from the teachers named as contents of English and Mathematics curricula of NBAIS, teachers' questionnaire (CEMCTQ). The questionnaire consisted of 5 items which

was formulated to obtain information on the contents of English and Mathematics curricula. The reliability index of the instrument was 0.79.

In chapter four, the data collected for the study was analyzed using descriptive statistics and the findings of the study was that teachers are competent in handling the implementation of English and Mathematics curricula of NBAIS and the result was positive. The result also shows that the community was highly committed towards the successful implementation of English and Mathematics curricula of NBAIS. This study also revealed that there were unavailability of human and material resources for the successful implementation of English and Mathematics curricula of NBAIS in Senior Arabic and Islamic Secondary Schools in Kano Metropolis; the result was negative. The study also treated the contents of English and Mathematics curricula of NBAIS and the responses were positive because the majority of the teachers were of the opinion that the curricula was simple enough to meet its stated objectives which are tackling language deficiencies as well as building computational skills among graduates of NBAIS.

5.3 Conclusions

Based on the findings of this study, the following conclusions can be drawn:

1. Most teachers are on the opinion that contents of English and Mathematics curricula of NBAIS are simple and can serve to meet its objectives among Senior Arabic & Islamic Secondary Schools graduates in Kano Metropolis.
2. It is evident that most teachers are competent in handling the implementation of English and Mathematics curricula of NBAIS as perceived by the principals of Senior Arabic and Islamic Secondary Schools in Kano metropolis.
3. Community accepted the English and Mathematics curricula of NBAIS and they were highly committed towards its successful implementation.

4. It is vivid that there were unavailable human and material resources for the successful implementation of English and Mathematics curricula of NBAIS; more especially the teaching staff.
5. Most of teachers are using appropriate methodology in teaching English and Mathematics curricula of NBAIS in Senior Arabic and Islamic Secondary Schools graduates in Kano Metropolis.

5.4 Recommendations

5.4.1 Recommendations from the study

Based on the findings of the study, the following recommendations are made:

1. There is need for the KSSSMB (State government) to create the necessary awareness over English and Mathematics teachers of Senior Arabic and Islamic Secondary Schools on how to deal with new curriculum when it comes to the issue of implementation. This should be done through in-service training, workshop, seminars etc, to make the teachers more competent and knowledgeable for the successful implementation of the curriculum.
2. Community should redouble their effort by working in team or individuals in assisting such kinds of schools by providing necessary materials which can improve the teaching and learning of English\ Mathematics curricula of NBAIS.
3. Inadequate human and Material resources should be seriously addressed by the authorities concerned, more especially the teaching staff. Because the problem is a barrier to the successful implementation of English and Mathematics curricula of NBAIS which lastly affect the aim and objectives of NBAIS and Nigeria at large.
4. There should be proper supervision by the principals of Senior Arabic and Islamic Secondary School of Kano metropolis, Supervisors of the Dala, Kano Municipal and

Nassarawa zones to make sure that English and Mathematics curricula teachers are teaching what provided to teach per each term, since the content of the curricula was simple in wide and scope and can serves to meet its objectives.

5. Proper training on new ways of teaching English and Mathematics should be organized periodically, to improve the teaching of the subjects.

5.4.2 Suggestions for further studies

1. The integration of Islamic education programme in Nigeria has been in existence since around 1930 and still it is facing some problems when it comes to the issue of implementation. Therefore, further research can be conducted on Programme Evaluation of English and Mathematics curricula of NBAIS.
2. Research can also be conducted on areas such as; assessment of the implementation of any subjects taught by NBAIS.
3. Research can also be conducted in other parts of Kano State such as Dawakin Kudu zone, Bichi zone or even in other States. This is because the current study is restricted to Kano Metropolis only.

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APPENDIX A

PRINCIPALS' QUESTIONNAIRE FOR MEASURING TEACHERS' COMPETENCY, ACCEPTABILITY OF THE CURRICULA, AVAILABILITY OF HUMAN & MATERIAL RESOURCES (TCACAHMR)

Department of Education,

(Curriculum Studies),

Bayero University, Kano

Dear Respondent,

I am an M.Ed student in the above department undertaking a research on “Assessment of the implementation of English and Mathematics curricula in Senior Arabic and Islamic Secondary Schools in Kano Metropolis.” You are therefore, kindly requested to fill the questionnaire appropriately. The findings of this research work will be purely used for academic purpose and all response will be treated as confidential.

Yours sincerely,

Muhammad Abdulahi

Tahir

Instruction: Please, kindly indicate your responses by ticking (☐) the appropriate column that reflects your views

SECTION A: Personal Data

Sex: Male (☐) Female (☐)

Age: 21-25 (☐) 26-30 (☐) 31-35 (☐) 36-Above (☐)

Educational Qualification: i) NCE (☐) ii) B.Ed / B.A / B.Sc (☐)

iii) M.Ed / M.A / M.Sc (☐) iv) Others (Specify) (☐)

Working experiences: i) 1-5 years (☐) ii) 6-10 years (☐)

iii) 11-15 years (☐) iv) 16 years and above (☐)

Classes taught within the last three years: i) SSS 1 (☐) ii) SSS 2 (☐)

iii) SSS 3 (☐) iv) All of the above (☐)

SECTION B

ASSESSMENT OF THE COMPETENCY OF TEACHERS IN HANDLING THE IMPLEMENTATION OF ENGLISH AND MATHEMATICS CURRICULA OF NBAIS

SA=Strongly Agree, A=Agree, D=Disagree and SD=Strongly Disagree

S/N	ITEMS	SA	A	D	SD
1.	Teachers handling the English and Mathematics curricula of NBAIS possessed a minimum qualification of teaching viz.(NCE).				
2.	Teachers connecting students' prior knowledge, life experience and interests with learning goals.				
3.	Teachers creating and maintaining an effective environment that support student learning.				
4.	Teachers use technologies to make subjects matter accessible.				
5.	Teachers of English and Mathematics use assignment to evaluate their lessons frequently.				
6.	Teachers of English and Mathematics use test to evaluate students' performance.				
7.	Teachers teach English and Mathematics use terminal examination to evaluate the students.				
8.	Teachers handling the English and Mathematics curricula of NBAIS use feedback of students' evaluation to guide their instruction in the future.				
9.	Teachers of English and Mathematics curricula of NBAIS communicate with students, parents as well as other audience about students' progress.				
10.	Teachers handling the English and Mathematics curricula prepare their plan for instruction effectively.				

SECTION C

ACCEPTABILITY AND COMMITMENT OF THE COMMUNITY TOWARDS THE IMPLEMENTATION

SA=Strongly Agree, A=Agree, D=Disagree and SD=Strongly Disagree

S/N	ITEMS	SA	A	D	SD
1.	Community members accepted the curricula change of English and Mathematics that has been introduced by NBAIS in the year 2011.				
2.	Community members accepted the process through which the English and Mathematics curricula being implemented in the school.				
3.	Community continuous to enroll their children to learn English and Mathematics under NBAIS curricula.				
4.	The community is building new classrooms and renovation of dilapidated classes in the school.				
5.	The community through association is employing teachers to assist in the implementation of English and Mathematics curricula of NBAIS.				
6.	Community members are committed to the implementation of English and Mathematics curricula of NBAIS in the school.				
7.	The community is providing instructional facilities for the successful implementation of the new English and Mathematics curricula of NBAIS in the school.				
8.	The community pays a regular visit to the school to encourage teaching and learning of English and Mathematics.				

SECTION D

AVAILABILITY OF HUMAN AND MATERIAL RESOURCES FOR THE SUCCESSFUL IMPLEMENTATION OF ENGLISH & MATHEMATICS CURRICULA OF NBAIS

SA=Strongly Agree, A=Agree, D=Disagree and SD=Strongly Disagree

S/N	ITEMS	SA	A	D	SD
1.	There are adequate English and Mathematics teachers in the school.				
2.	There is an adequate lab-technician in English language laboratory.				
3.	There is an adequate of supporting staff in Mathematics Department.				
4.	There are adequate computer operators for the successful implementation of English & Mathematics curricula of NBAIS.				
5.	There is an adequate librarian in the school.				
6.	There are adequate classrooms in the school.				
7.	There is well-equipped library in the school.				
8.	There is language laboratory in the school.				
9.	There is an adequate instructional facility for teaching English and Mathematics curricula in the school.				
10.	There is enough funding for the successful implementation of English and Mathematics curricula of NBAIS.				

ASSESSMENT OF THE METHODOLOGY USING IN TEACHING ENGLISH AND MATHEMATICS CURRICULA OF NBAIS

SA=Strongly Agree, A=Agree, D=Disagree and SD=Strongly Disagree

S/N	ITEMS	SA	A	D	SD
1.	Teachers are using a variety of instructional strategies and resources to respond to the students' diverse needs.				
2.	Teachers in teaching English and Mathematics curricula of NBAIS, engaging students in problem solving, critical thinking and other activities that make the subjects meaningful.				
3.	Teachers are utilizing time during lesson effectively.				
4.	English teachers use group discussion technique in teaching English frequently.				
5.	Teachers use story telling technique in teaching English language.				
6.	Teachers of English language use Drama technique to teach English language.				
7.	Problem-solving technique is used by Mathematics teachers to teach subject frequently.				
8.	Teachers use drill and practice technique to teach Mathematics.				
9.	Mathematics teachers use simulation game technique in teaching the subject.				
10.	English and Mathematics teachers use oral questioning to evaluate the lessons.				

APPENDIX B

NATURE OF ENGLISH AND MATHEMATICS CURRICULA OF NBAIS, TEACHERS' QUESTIONNAIRE (CEMCTQ)

Department of Education,

(Curriculum Studies),

Bayero University, Kano

Dear Respondent,

I am an M.Ed student in the above department undertaking a research on “Assessment of the Implementation of English and Mathematics curricula in Senior Arabic and Islamic Secondary Schools in Kano Metropolis ” You are therefore, kindly requested to fill the questionnaire appropriately. The findings of this research work will be purely used for academic purpose and all response will be treated as confidential.

Yours sincerely,

Muhammad Abdulahi
Tahir

Instruction: Please, kindly indicate your responses by ticking (☐) the appropriate column that reflects your views

SECTION A: Personal Data

Sex: Male (☐) Female (☐)

Age: 21-25 (☐) 26-30 (☐) 31-35 (☐) 36-Above (☐)

Educational Qualification: i) NCE (☐) ii) B.Ed / B.A / B.Sc (☐)

iii) M.Ed / M.A / M.Sc (☐) iv) Others (Specify) (☐)

Area of specialization: i) English (☐) ii) Mathematics (☐)

iii) Others (Specify) (☐)

Working experiences: i) 1-5 years (☐) ii) 6-10 years (☐)

iii) 11-15 years (☐) iv) 16 years and above (☐)

Classes taught within the last three years: i) SSS 1 (☐) ii) SSS 2 (☐)

iii) SSS 3 (☐) iv) All of the above (☐)

SECTION B

CONTENTS OF ENGLISH AND MATHEMATICS CURRICULA OF NBAIS

S/N	ITEMS	SA	A	D	SD
1.	The content and learning experiences of NBAIS English and Mathematics curricula is simple and adequate enough to meet its objectives in senior Arabic and Islamic Secondary schools.				
2.	English and Mathematics curricula of NBAIS are difficult at the point of implementation.				
3.	English and Mathematics curricula of NBAIS are wide in scope and nature.				
4.	NBAIS English curriculum can serve as a tool of tackling English language deficiencies among the students of senior Arabic and Islamic secondary schools.				
5.	NBAIS Mathematics curriculum can serve as a means of building computational skills in the students of Senior Arabic and Islamic Secondary schools.				

APPENDIX C
AN INTRODUCTORY LETTER FROM THE DEPARTMENT OF EDUCATION

APPENDIX D

AN INTRODUCTORY LETTER FROM KSSSMB TO ZONAL EDUCATION OFFICES

APPENDIX E

LIST OF SENIOR ARABIC AND ISLAMIC SECONDARY SCHOOLS IN KANO METROPOLIS

APPENDIX F

AN INTRODUCTORY LETTER FROM MUNICIPAL ZONAL EDUCATION OFFICE TO THE SCHOOLS

APPENDIX G

AN INTRODUCTORY LETTER FROM DALA ZONAL EDUCATION OFFICE TO SCHOOLS

APPENDIX G

ILLUSTRATION OF RAW DATA AND MARKING GUIDELINES OF QUESTIONNAIRE SECTION (B) B)
IN MEASURING CONTENT OF MATHEMATICS CURRICULUM OF NBAIS BY 42 TEACHERS OF SENIOR
ARABIC & ISLAMIC SECONDARY SCHOOLS IN KANO ANO.

Contents						
Res.	Max.M	Marks Obt	Cut of M		Point	
1	20	13	10		1	
2	20	14	10		1	
3	20	9	10		2	
4	20	10	10		2	
5	20	15	10		1	
6	20	15	10		1	
7	20	17	10		1	
8	20	19	10		1	
9	20	8	10		2	
10	20	9	10		2	
11	20	14	10		1	
12	20	17	10		1	
13	20	18	10		1	
14	20	18	10		1	
15	20	13	10		1	
16	20	10	10		2	
17	20	10	10		2	
18	20	15	10		1	
19	20	19	10		1	
20	20	13	10		1	
21	20	9	10		2	
22	20	8	10		2	
23	20	10	10		2	
24	20	7	10		2	
25	20	14	10		1	
26	20	17	10		1	
27	20	17	10		1	
28	20	14	10		1	
29	20	14	10		1	
30	20	16	10		1	
31	20	13	10		1	
32	20	12	10		1	
33	20	18	10		1	
34	20	9	10		1	
35	20	13	10		2	
36	20	13	10		1	
37	20	17	10		1	
38	20	7	10		1	
39	20	13	10		2	
40	20	13	10		1	
41	20	10	10		2	
42	20	18	10		1	

Key

Res= number of respondents

Max. M= Highest score of the items

Marks.Obt.= Scores obtained by the respondent

Cut of M.= Pass Mark

Point= 1 implies high while 2 means low

Appendix H

ILLUSTRATION OF RAW DATA AND MARKING GUIDELINES OF QUESTIONNAIRE SECTION (A) IN MEASURING COMPETENCES, ACCEPTABILITY & COMMITMENT, METHODOLOGY AS WELL AS AVAILABILITY OF HUMAN AND MATERIAL RESOURCES AMONG SENIOR ARABIC & ISLAMIC SECONDARY SCH. IN KANO METROPOLIS BY 20 PRINCIPALS FOR MEASURING MATHEMATICS TEACHERS

Res.	Competency				Acceptability & commitment				Availability of resources				Methodology			
	Max. M	Marks Ob.	Cut of M.	Point	Max.M	Marks obt.	Cut of M	Point	Max.M	Marks obt	Cut of M	Point	Max.M	Marks Obt.	Cut of M	Point
1	40	19	20	2	32	25	16	1	40	30	20	1	40	33	20	1
2	40	18	20	2	32	13	16	2	40	17	20	2	40	35	20	1
3	40	28	20	1	32	30	16	1	40	13	20	2	40	32	20	1
4	40	28	20	1	32	20	16	1	40	11	20	2	40	18	20	2
5	40	17	20	2	32	27	16	1	40	25	20	1	40	38	20	1
6	40	19	20	2	32	14	16	2	40	20	20	2	40	30	20	1
7	40	24	20	1	32	12	16	2	40	11	20	2	40	28	20	1
8	40	27	20	1	32	22	16	1	40	23	20	1	40	10	20	2
9	40	15	20	2	32	30	16	1	40	29	20	1	40	17	20	2
10	40	29	20	2	32	28	16	1	40	10	20	2	40	16	20	2
11	40	29	20	1	32	27	16	1	40	25	20	1	40	19	20	2
12	40	38	20	1	32	17	16	1	40	16	20	2	40	25	20	1
13	40	30	20	1	32	11	16	2	40	13	20	2	40	34	20	1
14	40	24	20	1	32	19	16	1	40	17	20	2	40	15	20	2
15	40	19	20	2	32	18	16	1	40	11	20	2	40	11	20	2
16	40	25	20	1	32	23	16	1	40	12	20	2	40	18	20	2
17	40	19	20	2	32	29	16	1	40	13	20	2	40	37	20	1
18	40	22	20	1	32	30	16	1	40	10	20	2	40	32	20	1
19	40	30	20	1	32	25	16	1	40	22	20	1	40	27	20	1
20	40	18	20	2	32	19	16	1	40	13	20	2	40	29	20	1

Res= number of respondents

Max. M= Highest score of the items

Marks.Obt.= Scores obtained by the respondent

Cut of M.= Pass Mark

Point= 1 implies high while 2 means low

APPENDIX J

ILLUSTRATION OF RAW DATA AND MARKING GUIDELINES OF QUESTIONNAIRE SECTION (B)B) IN MEASURING CONTENT OF ENGLISH CURRICULUM OF NBAIS BY 70 TEACHERS OF SENIOR ARABIC & ISLAMIC SECONDARY SCHOOLS IN KANO ANO.

Res.	Contents	Max.M	Marks Obt	Cut of M	Point
	1		20	14	10
	2		20	17	10
	3		20	13	10
	4		20	9	10
	5		20	16	10
	6		20	17	10
	7		20	13	10
	8		20	9	10
	9		20	18	10
	10		20	8	10
	11		20	7	10
	12		20	15	10
	13		20	14	10
	14		20	9	10
	15		20	14	10
	16		20	12	10
	17		20	14	10
	18		20	14	10
	19		20	10	10
	20		20	10	10
	21		20	8	10
	22		20	10	10
	23		20	16	10
	24		20	17	10
	25		20	10	10
	26		20	9	10
	27		20	14	10
	28		20	15	10
	29		20	17	10

30	20	18	10	1
31	20	17	10	1
32	20	8	10	2
33	20	9	10	2
34	20	15	10	1
35	20	8	10	2
36	20	10	10	2
37	20	17	10	1
38	20	19	10	1
39	20	16	10	1
40	20	14	10	1
41	20	12	10	1
42	20	9	10	2
43	20	10	10	2
44	20	13	10	1
45	20	14	10	1
46	20	8	10	2
47	20	17	10	1
48	20	18	10	1
49	20	16	10	1
50	20	10	10	2
51	20	9	10	2
52	20	14	10	1
53	20	8	10	2
54	20	13	10	1
55	20	17	10	1
56	20	8	10	2
57	20	9	10	2
58	20	10	10	2
59	20	13	10	1
60	20	14	10	1
61	20	17	10	1
62	20	9	10	2
63	20	8	10	2

64	20	12	10	1
65	20	8	10	2
66	20	9	10	2
67	20	9	10	2
68	20	10	10	2
69	20	17	10	1
70	20	15	10	1

Key

Res= number of respondents

Max. M= Highest score of the items

Marks.Obt.= Scores obtained by the respondent

Cut of M.= Pass Mark

Point= 1 implies high while 2 means low

APPENDIX J

ILLUSTRATION OF RAW DATA AND MARKING GUIDELINES OF QUESTIONNAIRE SECTION (A) IN MEASURING COMPETENCES, ACCEPTABILITY& COMMITMENT, METHODOLOGY AS WELL AS AVAILABILITY OF HUMAN AND MATERIAL RESOURCES AMONG SENIOR ARABIC & ISLAMIC SECONDARY SCH.IN KANO METROPOLIS BY 20 PRINCIPALS FOR MEASURING ENGLISH TEACHERS

Res.	competency		Cut of M.	Point	Acceptability & commitment				Availability of resources				Methodology			
	Max. M	Marks Ob.			Max.M	Marks obt.	Cut of M	point	Max.M	Marks obt	Cut of M	Point	Max.M	Marks Obt.	Cut of M	Point
1	40	21	20	1	32	25	16	1	40	30	20	1	40	24	20	1
2	40	18	20	2	32	13	16	2	40	17	20	2	40	26	20	1
3	40	15	20	2	32	30	16	1	40	13	20	2	40	20	20	1
4	40	28	20	1	32	20	16	1	40	11	20	2	40	30	20	1
5	40	19	20	2	32	27	16	1	40	25	20	1	40	15	20	2
6	40	35	20	1	32	14	16	2	40	20	20	2	40	12	20	2
7	40	24	20	1	32	12	16	2	40	11	20	2	40	18	20	2
8	40	27	20	1	32	22	16	1	40	23	20	1	40	34	20	1
9	40	19	20	2	32	30	16	1	40	29	20	1	40	32	20	1
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19	40	30	20	1	32	25	16	1	40	22	20	1	40	33	20	1
20	40	18	20	2	32	19	16	1	40	13	20	2	40	10	20	2

Key

Res= number of respondents

Max. M= Highest score of the items

Marks.Obt.= Scores obtained by the respondent

Cut of M.= Pass Mark

Point= 1 implies high while 2 means low

APPENDIX L
ILLUSTRATION OF THE COMPUTATION OF PILOT STUDY RESULTS
CONDUCTED ON 4 PRINCIPALS OF SENIOR ARABIC & ISLAMIC
SECONDARY SCHOOLS IN DAWAKIN KUDU ZONAL EDUCATION, TO
ESTABLISH THE RELIABILITY OF THE INSTRUMENT BY USING
SPEAR MAN RANK ORDER METHOD.

SUBJECTS	(X)	(Y)	RX	RY	D(RX-RY)	D2
A	78	80	2	1	1	1
B	85	70	1	2	-1	1
TOTAL						$\sum D^2 = 2$

Formula

$$(P) = 1 - 6(\sum D^2) / n(n^2 - 1)$$

$$(P) = 1 - 6(2) / 4(4^2 - 1)$$

$$(P) = 1 - 12 / 4(15)$$

$$(P) = 1 - 12 / 60$$

$$(P) = 1 - 0.2$$

$$P = 0.80$$

CONCLUSION: The reliability coefficient is 0.80; therefore there is strong positive relationship between the variables.

APPENDIX M
ILLUSTRATION OF THE COMPUTATION OF PILOT STUDY RESULTS
CONDUCTED ON 20 ENGLISH AND MATHEMATICS TEACHERS OF
SENIOR ARABIC & ISLAMIC SECONDARY SCHOOLS IN DAWAKIN KUDU
ZONAL EDUCATION TO ESTABLISH THE RELIABILITY OF THE
INSTRUMENT USING SPEAR MANRANK ORDER.

SUBJECTS	X	Y	RX	RY	D	D ²
A	91	97	5	1	4	16
B	90	90	7	7	0	0
C	96	93	1.5	5	-3.5	12.25
D	83	85	9	8	1	1
E	91	96	5	2	3	9
F	96	94	1.5	4	-2.5	6.25
G	78	80	10	10	0	0
H	91	91	5	6	-1	1
I	85	84	8	9	-1	1
J	94	95	3	3	0	0
TOTAL						$\sum D^2 = 46.5$

Formula

$$(P) = 1 - 6(\sum D^2) / n(n^2 - 1)$$

$$(P) = 1 - 6(46.5) / 10(10^2 - 1)$$

$$(P) = 1 - 279/990$$

$$(P) = 1 - 0.28$$

$$(P) = 0.72$$

Decision: from the analysis of the pilot study, the results shows that there is a very strong relationship between the two variables (English and Mathematics Teachers) and the relationship signified a perfect positive correlation, i.e., 0.72. Therefore the instrument (NEMCTQ) is reliable for the study.