



**MANAGING ISLAMIC SCHOOLS FOR EFFECTIVE INSTRUCTIONAL DELIVERY
IN SELECTED PRIVATE SECONDARY SCHOOLS IN ILORIN, KWARA STATE**

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Abstract

Education is one of the crucial factors that contribute to economic growth in both developed and developing countries. Therefore, this study examined the management of Islamic private schools for effective instructional delivery in some selected schools in Ilorin, Nigeria. The design adopted for this study was a descriptive survey type. Questionnaire was used as instrument for data collection. The population was drawn among teachers and proprietors in private Islamic secondary schools in Ilorin, while random sampling techniques was used to select 10 private Islamic secondary schools. 200 respondents were sampled for the study. Views of experts were used for the validity and reliability of the instrument. The reliability of the instrument was established through test-re-test method and a reliability coefficient of 0.81 was reported as the reliability index. For data analysis, Pearson product moment correlation was used to test the formulated hypotheses. The findings of the paper showed that the majority of the respondents strongly believed that, instructional delivery is one of determinant keys used to raise classroom activities. It is further identified that school management and effective instructional delivery improve academic performance of students in the various subjects offered in schools. It is recommended that the school management, principals and teachers should play collaborative roles in providing resources in order to improve classroom activities and schools at large.

Key words: Islamic School, Effectiveness and Instructional Delivery,

Introduction

The school is one of the learning agents that involves teachers to teach and students to learn in a formal way in order to achieve educational goals. Shakeel (2018) stated that Islamic school consists of both formal and informal aspects. It is further pointed out that many Muslim immigrants and conversion in western influence the increase of Islamic Schools. The Islamic school cannot be separated from education since they are part and parcel of the community. Kirusuf (2018) explained that Islamic education which is being taught in Islamic schools is used as a vehicle for spiritual re-awakening and social rejuvenation of the people whose beliefs were rooted in superstitions and hearsays. In the same vein, Ibrahim and Alli (2014) asserted that Islamic school is often referred to as Madrasah in Nigeria. It is further explicated that its establishment was solely to fulfill the educational needs of Muslim communities in the country.

Adeyemi (2016) stated that Christian missionaries dominated the formal educational system in Nigeria during the early period of western education. Muslim

parents did not hide their discontent to the attitude of missionaries in converting their wards through the school. Later, the colonial government in the early 1930s established several schools in response to appeal by Muslim Nigerians. This Notwithstanding, Ogunbado (2016) mentioned that many Muslim missionaries in Nigeria organisations such as Anşar-ud-deen, Nawar al-Deen and Ahamadiyya societies sprang up and built numerous primary and secondary schools which accommodate Arabic and Islamic Studies to equate Western Education.

Furthermore, Talle (2015) expounded that Northern Nigeria has been experiencing a rapid proliferation of Modern Islamic Schools since the early 1990s. He further posited that these schools combine secular curricula with Islamic subjects which are running within a pure Islamic environment. In addition, a considerable number of Islamic schools were established in the South-western Nigeria for the purpose of restoration of qualitative Islamic Education (Ibrahim & Alli, 2014). Karimizadeha and Abolghasemi (2016) identified that many weak-points and shortcomings exist in Islamic schools such as



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curriculum failures, lack of facilities, school management and finance that affect the school to be functioning properly. They further stated that many of Islamic schools are not certified by the government.

However, acquisition of knowledge in Islam is highly recognised and it has been made compulsory upon its adherents, regardless of gender, age and status. Saidi (2016) confirmed that videos, radio cassettes, drama and role playing among others are used as various learning materials for teaching Islamic Education in Islamic schools. Islamic school was called Quranic educational school where acquisition of knowledge takes place such as mosques, under trees and house of Mu'alims (teachers). It is further pointed out that this type of education has no curriculum to be used. Dictation and memorisation are methods used to pass knowledge to the learners. (Maigida 2018). He further stressed that the modern Islamic school was introduced where the facilities are put in place and different techniques are used in order to make the learning easy.

Onwards and Collins (2002) and Rhodes et al (2009) affirmed that the quality of management makes significant difference to the effectiveness of both schools and educational systems by exhibiting knowledge, expertise and behaviours of school leaders. Ebot-Ashu and Bisschoff's (2015) finding asserted that schools require effective managers if the best possible educational facilities are provided for the students at all levels. Bush (2008) emphasised that school leadership development will continue to exist throughout the globe whenever the shortage of talented managers and the requirements of establishing the schools are recognised. In the same vein, Buseri and Dorgu (2011) discussed that instructional delivery is seen as an activity the teacher and students perform in a classroom setting. It is further elaborated that effort is made by the teacher in order to expose content and employ strategies to the learners with successful outcome. In addition, instructional delivery is also linked with the teachers' knowledge, skills and value that change the behavioural position of the students. Jeremiah and Alamina (2017) affirmed that instruction is the activity employed by the educator with the focus of

cultivating knowledge in learners with different kinds of delivery attempts.

Similarly, Nsa et al (2012) asserted that teachers are expected to teach the learners with appropriate materials. It is further elaborated that the availability of resources and facilities help students to learn without stress and it makes the teacher to perform beyond expectation. Lockheed & Verspoor (1991) stated that the availability of textbooks and other instructional materials have positive influence on students' achievement in school. It is further claimed that the provision of good textbooks encourages the teachers to actualise and deliver the content of curriculum in an effective way.

Ibrahim's (2014) study found out that the main problem faced by the private Islamic school are finance, facilities, teacher qualification, lack of government support and management problem. However, all these obstacles lead to the ineffectiveness of Islamic schools to function effectively and negatively influence both teachers and students' performance. It is further agreed that short of sources and funds affect students' capability, public speaking and leadership training. Thus, this study examined the management of Islamic school for effective instructional delivery in selected private schools in Ilorin Metropolis. Two hypotheses were addressed in the study

Research questions

1. Is there any relationship between proprietorship and effective instructional delivery in Islamic private secondary schools in Ilorin, Kwara State?
2. Is there any relationship between school managers' roles and effective instructional delivery in Islamic private secondary schools in Ilorin, Kwara State?

Hypotheses

- H₀₁:** There is no significant relationship between proprietorship and effective instructional delivery in Islamic private secondary schools in Ilorin, Kwara State
- H₀₂:** There is no relationship between school managers' roles and effective instructional delivery in Islamic private secondary schools in Ilorin, Kwara State



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Methodology

Descriptive method was adopted for the study. The population was made up of the teachers and proprietors in private Islamic secondary schools in Ilorin. Random sampling technique was used to select 10 private Islamic secondary schools. 200 respondents were used as samples. Questionnaire was used as instrument to elicit information from the respondents with four-point Likert scale as follows: 4= Strongly Agree (SA), 3= Agree (A), 2= Disagree (D) and 1= Strongly Disagree (SD). The validity of instrument was obtained after corrections were made by the experts. For the reliability, a test-re- test method was used to establish its reliability which gave reliability index of 0.81. Furthermore, hypotheses generated for this study were analyzed using Pearson's Product-Moment Correlations coefficient at 0.05.

Result of the findings

Research Hypotheses

H₀₁. There is no significant relationship between proprietorship and effective instructional delivery in Islamic private secondary schools in Ilorin, Kwara State

The result of Table 1 shows that there is positive correlation between the proprietorship and effective instructional delivery in Islamic private secondary schools in Ilorin, Kwara State with $r = 0.456$. This shows strong correlation between proprietorship and effective instructional delivery in Islamic private secondary schools since the significant level of .000 was found to be less than 0.05. The first hypothesis which indicates that there is no significant relationship between proprietorship and effective instructional delivery in Islamic private secondary schools in Ilorin, Kwara State was rejected. Therefore, there is a significant relationship between the proprietorship and effective instructional delivery in Islamic private secondary schools in Ilorin.

Table 1: Correlation Showing the Proprietorship and Effective Instructional Delivery in Islamic Private Secondary Schools in Ilorin

		X₁	Y
Proprietorship (X ₁)	Pearson's Correlation	1	.456**
	Sig. (2-tailed)		.000
	N	382	383
Instructional Delivery (Y)	Pearson's Correlation	.456**	1
	Sig. (2-tailed)	.000	
	N	384	384

Note: ** Correlation is significant at the 0.05 level

H₀₂: There is no significant relationship between school managers' roles and effective instructional delivery in Islamic private secondary schools in Ilorin, Kwara State.

The result in Table 2 show that there is relationship between the school managers' roles and effective instructional delivery in Islamic private secondary schools in Ilorin, Kwara State with $r=.348$. This shows the positive correlation between the school managers' roles and effective instructional

delivery in Islamic private secondary schools in Ilorin, Kwara State since the significant level of .000 was less than 0.05. The second hypothesis which states that there is no significant relationship between school managers' roles and effective instructional delivery in Islamic private secondary schools in Ilorin, Kwara State was rejected. Thus, there is a significant relationship between school managers' roles and effective instructional delivery in Islamic private secondary schools in Ilorin, Kwara State.

**Table 2: Correlation Showing the School Managers' Roles and Effective Instructional Delivery in Islamic Private Secondary Schools in Ilorin**

		X ₁	Y
school managers (X ₁)	Pearson's Correlation	1	.348**
	Sig. (2-tailed)		.000
	N	382	383
Instructional Delivery (Y)	Pearson's Correlation	.348**	1
	Sig. (2-tailed)	.000	
	N	384	384

Note: ** Correlation is significant at the 0.05 level

Discussion of Finding

This study examined management of Islamic private schools and effective instructional delivery in some selected schools in Ilorin. The result of hypothesis 1 showed that there is a higher correlation between the proprietorship and effective instructional delivery in Islamic private secondary schools in Ilorin, Kwara State with $r=.456$. This shows that the proprietorship and effective instructional delivery in Islamic private secondary schools are related in terms of improving students' performance in school subjects. This finding of this study is related to the findings of Haydon, Borders, Embury and Clarke (2009) who asserted that effective instruction is one of the techniques used to create an optimistic learning environment and improve the academic skills of students with effort of some proprietors.

Haydon et al (2009) further revealed that the use of efficient teaching reduced bad attitude from learners and encourage cordial relationship between proprietors, teachers and students. This study is however contradicts Ibrahim (2014) who revealed that the main problem faced by the private Islamic school are finance, facilities, teacher qualification, lack of government support and management problem. Ibrahim (2014) pointed out that all these obstacles led to ineffectiveness of Islamic schools to function well and affect the proprietors and teacher as well as students. It is further agreed that shortage of resources and funds affecting students' capability, public speaking and leadership training. This study is also in contenance with the study of Okunloye (2006) who submitted that school administration, funding, facilities, staffing and instruction of specific subject are related to school proprietorship that make wards to receive quality education.

The second finding of this study revealed that there was relationship between the school managers' roles and effective instructional delivery in Islamic private secondary schools in Ilorin, Kwara State with $r=.348$. This shows that the roles of management in Islamic private school assist and enhance the effective teaching and learning in the classroom. It further shows that effective teaching is well delivered whenever the school management performs their roles. Collins (2002) and Rhodes et al (2009) revealed that the quality of management makes significant difference to the effectiveness of both schools and educational systems by exhibiting the knowledge, expertise and behaviours of the school leaders. This study is also related to the Ebot-Ashu and Bisschoff's findings (2015) who asserted that schools require effective managers if the best possible educational facilities are provided for the students at all levels. Bush (2008) also emphasised that school leadership development will continue to exist throughout the globe whenever the shortage of talented managers and the requirements of establishing the schools are recognised.

Conclusion

Considering the finding of this study, it was therefore concluded that improvement of learners' achievement in different subjects in Islamic private secondary schools are linked to the efforts made by the schools' proprietors. Also, the school management and effective instructional delivery improve academic performance of students in the various subjects offering in schools. It was also concluded that without school managers' roles, the effective teaching may not be delivered effectively.



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Recommendations

The following recommendations were made: The school management, principals and teachers should play collaborative roles in providing resources in Islamic private schools, in order to improve classroom activities and schools at large. Also, the monitoring team in the government schools should also extend their services to private schools to enhance their quality.

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