

Discourse on Methods of Teaching Islamic Studies in Nigerian Senior Secondary Schools

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ABSTRACT

In a teaching process, method of teaching is of great importance as it may be difficult for students to have a comprehensive understanding of topics under discussion in the absence of appropriate methods. To this end, this paper is a qualitative research or a position paper. It adopted theoretical approach to make an introspection of methods of teaching considered suitable to teach Islamic Studies in Nigerian senior secondary schools. The fact is that effective teaching of the subject requires various methods with suitable instructional resources as the case may be to accomplish the set objectives. The study revealed that method to adopt for a particular lesson depends largely on the topic, objectives and characteristics of the learners. More so, skills required of an Islamic Studies teachers are discussed. Similarly, some of the facts analysed in the study include curriculum and plan for teaching the Qur'anic, Hadith, Tadhīb (Moral Education based on the Qur'an and Sunnah), Tawheed (Theology), 'Ibadah (Worship of Allah), the Mu'amalah (Human Relation), and the Tarikh (Historical Development of Islam) aspects of Islamic Studies are analysed in this study. Based on the reviewed theories, it was recommended that Islamic Studies teachers should be professionally trained and provided with opportunity to update their professional capability in line with modern teaching methodology.

Introduction

In Islam, seeking knowledge is sine qua non, as evidenced in the Qur'an (96: 1-5) and the Hadith, (Ibn Majah, Book of Faith, 224). Islam is founded on knowledge seeking and enjoins its adherents to acquire intellectualism through teaching and

learning. Islamic Studies is an academic subject offering in Nigerian schools which include senior secondary school level. Therefore, teachers need to adopt appropriate methods for effective teaching and learning.

More so, Islamic Studies as a subject is meant to train people in such a manner that their attitude to life, actions, decisions and approaches to all kinds of knowledge are governed by the spiritual and deeply entrenched ethical values of Islam (Abdur-Rafiu, 2009). Similarly, Islamic Studies, as viewed by Oloyede (2012), deals with teaching, learning, training, drills and researches about Islam. On the other hand, Islamic Education may be referred to as a process by which the values spelt out in the Qur'an and the tradition of the Prophet Muhammad (S.A.W.) are handed down from generation to generation (Oladosu, 2010).

Moreover, it is pertinent to note that Islamic Education in Nigeria cannot be discussed without first knowing when and how Islam came to Nigeria. Islam came to Nigeria in the 9th century, and this was the time Islamic education began in the Bornu Empire during the period of Mai Idris Alooma who reigned till 1603 (Ozigi & Ocho, 1981 & Ajidagba, 2009). Similarly, Islam and its education came into South-Western Nigeria in the 15th century, during the reign of Mansa Musa of Mali empire (Al-ilory, 1985, & Ogunbado, 2013). Meanwhile, Oladosu (2012) stated that during this period, wherever there is Muslim population, some kind of Islamiyah centers were established where both Islam as a religion and Arabic as a language were taught simultaneously. In these centers, method of teaching was that pupils were taught the Qur'an written on wooden tablets by rote, and some were taught with Islamic textbooks. Furthermore, the spread of Islam and its education in Nigeria was greatly influenced by the Jihad of Shaykh Uthman Ibn Fodio in 1804 (Ajidagba, 2009). The movement was majorly to kick against the practice of Islam side by side with pagans which was then rampant in most parts of Hausa land (Oladosu, 2003). However, the practice of Islam was not so popular in the South-eastern part of Nigeria; Islamic Education was accorded low patronage as Christianity did strive in that area (Jide, 2017).

In the recent time, Islamic Studies is learnt as a classroom subject in Nigeria. It is a form of religious education based on the teachings of Islam. It was introduced into the nation's educational policy in 1977. It is a component of moral and religious education. Its introduction was informed by its significant role in realising some of the national objectives contained in the National Policy on Education. The National Policy cherishes and promotes, among other things, moral and spiritual values in interpersonal human relations. Such values are clearly spelt out and emphasised in the various branches of Islamic Studies taken by students (Abdur-Rafiu, 2009).

Concepts of Teaching and its Methods

Teaching is a conscious and well-informed process of facilitating and actualising learning. In other words, the main purpose of teaching is learning. Teaching generally is said to be a complex problem-solving activity because it revolves around five important elements, each of which has inherent peculiarities and complexities (Ajidagba, 2009). In addition, teaching involves both content and conduct management. Content management has to do with gaining and sustaining students' cooperation and interest in learning activities. It places importance on instructional management skills, sequencing and integrating additional instruction-based problems. Conduct management has to do with planning of classroom activities to assist students in moulding positive behaviour (Oserenre, 2013). Moreover, Jekayinfa (2014) submitted that teaching is an orderly arrangement of a set of ideas which are conceptual and practically linked lesson to structure teaching in the learning situations. Furthermore, teaching has different phases which Lawal (2006) described as pre-instructional stage, instructional stage and post instructional stage. Pre-instructional stage involves the planning of what to teach and where to teach. It includes the preparedness of achieving instructional objectives. The instructional stage connotes the implementation stage which hinges on the teacher, the methodology, the approach as well as the materials used during instruction while the post-instructional stage involves evaluation.

More so, teaching is an activity aimed at bringing about meaningful learning through a method that is morally and pedagogically acceptable. Meaningful teaching cannot take place without a professionally qualified teacher and a method that takes account of learners' individual differences. This unique feature makes teaching a process of facilitating students' learning through a proper management (by the teacher) of the interrelationships among the students' interests, the contents for learning, methods and materials he or she intends to use in the teaching and learning of the content (Oladosu, 2009) In the same vein, teaching is a relational work that involves concerted actions of at least two people, the teacher, who impacts knowledge, and the student who receives the knowledge (Lampert, 2010). However, for the process of teaching to be successful, the teachers must know more than the pupils to establish a knowledge gradient that will make the flow of information goes from an area of high concentration of knowledge to an area of low concentration of knowledge. The body of the knowledge meant for learning must be structured in a way that would facilitate learning and the presentation of the body of knowledge to the learners should follow both logical order and the psychological order, to achieve the most effective sequence (Abimbola, 2009). Hence, for teachers to ensure effectiveness of teaching and learning

processes, they should not restrict themselves to only one method of teaching.

Teaching methods are principles used for instruction to be implemented by the teacher to achieve desired learning goals in students (Obiyemi & Yusuf, 2016). These strategies are partly determined by subject matter to be taught and partly by the nature of the learner. Moreover, Davis (1997) suggested that the design and selection of teaching methods must take into account not only the nature of the subject matter but how students learn. Teaching methods mainly work effectively if they suit learner's need since every learner interprets and responds to questions in a unique way (Chang, 2010). The subject matter, the characteristics of the learners, considering their individual differences, the availability of instructional resources, and space available for teaching determine the type of teaching method to be adopted by the teacher. More so, effective teaching of Islamic Studies at all levels of education requires the use of appropriate methods. Apart from this, teachers need to ensure suitability of such methods for the topic under discussion. The instructional methods that could be applied in teaching Islamic Studies include:

Lecture Method

Lecture method gives little or no room for active participation of students, enables the teacher to dominate the discussions and gives no feedback to the teacher as to the effective of his presentation. This method is popular in senior secondary schools and tertiary institutions. The devices pave way for online teaching and learning and other academic interactions on social media. In this method, retention after lesson by the students is minimal in terms of content. It could be used to teach historical aspect of Islamic Studies.

Assignment Method

This method assigns certain sections of the textbook to students as home work. In a normal circumstance, the teacher would require the students to read the assigned section and provide answers to the questions that follow. The answers provided by the students will form part of the next lesson. The teacher may call on each student to read out his or her answers to the question. This is to find out the level of students' understanding of the concept taught such as the number of the daily prayers and number of Rak'at each prayer has.

Discussion Method

It is a method in which the teacher and students share ideas, compare and contrast views on a given problem, question or situation. The method assumes that students have background knowledge on the topic under discussion which takes place with the teacher's guidance. This method can be used to teach various topics in Islamic Studies such as the four rightly guided caliphs, Taharah (purification), obedience to parents among others.

Field Trip Method

This is any learning activity carried out by a group of learners outside the classroom under a close supervision of the teacher. Field trip is planned to enrich students' academic real life experiences. This method can be adopted to teach topics such as History of Islam in Ilorin by allowing students to visit the first mosque built in the city in 1832. Field trip could also take the form of a mere walk from the school to public places such as a big mosque in the town, with emphasis on the relevance of such monumental places to the practice of Islam

Project Method

Project method is a learning process or a study carried out by learners in real life situation. Projects are organised activities in which students are allowed to investigate or research on their own. Students working under the project method have more freedom and autonomy to decide on what they deem best. The project method can be seen as the technique which engages students in a task-centered learning activity with concrete results or an end. Islamic Studies teachers can use this method by giving students topics to work on in form of preparing a chart or improvise picture of Ka'bah as model.

Recitation Method

This method refers to sound rendition of written lesson to students. It has to do with identification of sounds represented by letters and symbols. The teacher leads the reading exercises and students read after him. The purpose of the method is to ensure that students are able to pronounce words properly and correctly. The method can be manipulated by the teacher to teach recitation to students by playing recorded voice on CD player. This method is suitable for teaching the recitation of the holy Qur'an or Hadith.

Resource Person Method

This is a method in which a specialist in a particular subject matter is invited to guide students on a specific area of study. Such a specialist displays his knowledge ability and expertise in the field considering individual differences of students. The method can be adopted to teach recitation of the Holy Qur'an, Hajj (pilgrimage) and Shari'ah in Islam (Obiyemi and Yusuf, 2017). As regards the implementation and suitability of the method of teaching, it seems that some of the methods have been implemented to teach Islamic Studies, and it is observed that all the methods are relevant to teach the subject because of their suitability to different Islamic Studies topics

Instructional Resources

As regards Instructional resources which make teaching of Islamic Studies effective, are collection of materials including animate and inanimate objects, human and non-human materials that resourceful teachers utilise in the teaching and learning process to enhance learning and make it more interesting, interactive and exciting to all categories of learners with the aim of achieving instructional objectives or outcomes (Obielodun, 2014). These resources may be consumable or non-consumable, and may vary greatly in the kind of students' responses that they stimulate. Instructional resources include but are not limited to, textbooks, teacher manuals kits, games, computer software, apparatus, media collection of library books, books, films, filmstrips, periodicals, posters, charts, speakers, photographs, records, audio and video tapes, compact discs, CD-ROMs, slides, microfilms, online database and other resources (Newble and Cannon, 2000).

In a related development, Osarenren-Osgheal and Irabor (2000) revealed that, human resources for teaching and learning process in Nigerian public schools are inadequate. They stressed further that most of the resources used for teaching and learning did not meet the minimum standard of requirements of National Policy on Education. Functionally, Onasanya and Adegbija (2007) added further that instructional resources have made specific as well as broad contributions to learning. It is not an exaggeration to say that successful teaching and learning depends largely on instructional resources. Teachers need to adopt a variety of instructional resources, improvised and complementary activities in their classrooms including technology where applicable to simplify their lessons and cement a long term retention of knowledge in the mind of the students. The effectiveness or otherwise of instructional resources are measured through assessments.

Skills Required of an Islamic Studies Teachers

A trained Islamic Studies teacher is expected to possess and display these skills which include capability to:

- a. initiate teaching/ learning;
- b. stimulate and motivate learners;
- c. diversify his teaching method;
- d. using instructional resources effectively;
- e. reinforce students' learning;
- f. enrich classroom environment; and
- g. use effective question and answer techniques (AbdulGaniyyu, 2016).

With these skills, teachers could be able to apply suitable teaching methods to teach any of the topics in Islamic Studies and this could enhance students understanding of the subject.

Teaching Plan Activities

Islamic Studies teachers in particular orchestrate series of plans to achieve the objectives of teaching. It is of great importance to envisage the nature of the teaching activities before the lesson, so as to achieve the set objectives of the teaching through holistic plan of the lesson. The example of the teaching plan activities components include the curriculum, the syllabus, scheme of work, lesson plan, and lesson notes.

Curriculum is basic and crucial to the educational process in such a way that any attempt to bypass it will result in a phenomenal disaster. This is simply because it embraces every aspect of the teaching-learning process. Ajidagba (2014) explained curriculum as a comprehensive document that contains totality of what the students are exposed to both in the school, and other school-related experiences outside the school, syllabus contains only academic aspect of the experiences. In most cases, especially in West Africa, Curriculum is centrally developed and controlled by the government at the centre, but in case of syllabus, it is developed at different levels, depending on the ownership of the school. Analysing the characteristics of curriculum. He stated further that a good curriculum must engender learners' understanding, enhance teaching and learning activities in interactive manner; provide platform for measuring relevant attitudinal changes; lead to the subject mastery; guarantee ability to generalise; and take cognisance of students' heterogeneity

Syllabus is the document that contains the carefully selected course content in a particular subject. It is

the academic aspect of curriculum that is selected in a book form to serve the immediate purpose of guiding the schools.

Scheme of work contains both the breakdown of the syllabus into weekly activities and the record of the work done on weekly basis. As curriculum contains the whole programme of activities and the syllabus contains the academic activities on a particular programme on yearly basis. Scheme of work is the handy book that is readily available for the teacher's consultation and guidance.

Lesson plan is the summary of or the frame work for all activities of the teacher and students in a typical lesson session. It is drawn by the teacher to guide his activities. By implication, lesson plan is drawn for all subjects, but one can be used to cover many arms of a particular class (Ajidagba, 2014). Essentially, lesson plan consists of sub topics in the unit plan which includes:

- i. objectives;
- ii. procedure/presentation; and
- iii. evaluation

Lesson plan encompasses the following:

1. teacher's name;
2. school name
3. total number of students;
4. average age of students;
5. date and time;
6. duration; and
7. subject and topic;
8. Previous Lesson: It is the learners' past experience which is relevant to the lesson the teacher intends to teach. The previous knowledge step should be stated in a simple and factual manner;
9. Textbook(s): These are books published by peculiar scholars of a particular field of study and recommended by the Ministry of Education for schools. In normal circumstances, textbooks are prepared in line with the official curriculum of education; and
10. objectives which include:
 - i. Instructional objectives: These refer to what the teacher intends to do and what the learners are to learn. These are also statements of what the teacher will do to bring about effective learning of a particular topic.

- ii. Behavioural objectives: These are precise statements of what the teacher will do to bring about learning of a particular topic. It is also a statement that describes a proposed change in the learner after exposure to a learning experience.

11. Instructional resources: These are materials and equipment used by the teacher to facilitate teaching and learning. They appeal to the sense of seeing, touching, smelling, feeling and hearing. They can be improvised by the teacher if they are not available (Jekayinka, 2014);
12. Instructional procedures;
 - i. Introduction
 - ii. Presentation
13. Evaluation: This connotes the process of obtaining feedback from students by asking some specific questions so as to know the extent to which students have understood the topic under discussion;
14. Summary/conclusion: This step brings the lesson to an end by reexamining and highlighting the focus of the topic in order to move the slow learners along; and
15. Assignment: This refers to a number of questions set by the teacher to test the progress made by students during teaching and learning period. Educationally, questions are means of measuring the quality of knowledge students have achieved within a specified period of learning. Questions of such require the students to answer them from home (Oladosu, 2010).

Islamic Studies Curriculum and Teaching Plan Activities

The general objective of Islamic Studies is to develop the spirit of brotherhood and tolerance in its adherents so that they would live harmoniously in the society. Also, Islamic Studies aims at teaching students and inform them about socio-political and economic affairs of the contemporary world in order to make them play their role in the collective affairs (AbdulGaniyu, 2007).

Curriculum as ultimate plan, determines the plan or method of teaching a particular subject. As this paper is concerned, Islamic Studies Senior Secondary School Curriculum published by Nigerian Educational Research and Development Council (NERDC, 2013) set the following objectives:

1. Prepares students spiritually, morally, socially, and intellectually for their role as Muslims in their society;

2. Gives students an insight into the broad view of Islam in the past and the present.
3. Helps students to further their studies of Islam both formally and otherwise throughout their life in accordance with the saying of the Prophet Muhammad (SAW) "Seek knowledge from the cradle to the grave".
4. Assists students to practice properly all their religious duties.

Therefore, the teachers' plan must reflect the set objectives of the curriculum and ensure adequate impartation of the teaching of Islam. In the effort to ensure the best plan of the teaching activities, (NERDC, 2013). The content of Islamic Studies is of three themes each with three sub-themes, making a total of nine units. The major themes are:

Theme I Hidayah (Guidance)

- Sub-theme A The Qur'an
- Sub-theme B The Hadith
- Sub-theme C Ta'dib (Moral Education based on Qur'an and Sunnah)

Theme II Fiqh (Islamic Law of Jurisprudence)

- Sub-theme A Tawheed (Theology)
- Sub-theme B 'Ibadah (Worship)
- Sub-theme C Mu'amala (Human Relation)

Theme III Tarikh (Historical Development of Islam)

- Sub-theme A Sirah (The life of the Prophet and the Leadership of the Four orthodox Caliphs)
- Sub-theme B The Spread of Islam to West Africa
- Sub-theme C Contributions of Muslims to World Civilization

The content of the curriculum is characterised with seven components which are:

- i. Topic;
- ii. Performance objectives;
- iii. Content;
- iv. Teachers' activities;
- v. Students' Activities;
- vi. Teaching and Learning Materials; and
- vii. Evaluation Guide (NERDC, 2013).

The Islamic Studies teacher should importantly be aware of these themes and their peculiar objectives for teaching each unit. For example, objectives for

teaching the Qura'n aspect of the curriculum could be to:

- i. recite correctly with *Tajweed* the *suwar*;
- ii. recognise the lessons contained in the *suwar*; and
- iii. state how to apply those lessons in daily life

Teaching the Qur'anic Aspect of Islamic Studies

Topic: Suratul- Qari'ah (Q. 101) Reading in Arabic, Meaning and Brief Commentary

Previous Knowledge: The teacher states any previous lesson related to the present one,

Behavioural Objectives: At the end of the lesson, students should be able to:

1. recite the text of the surah correctly with Tajweed.
2. recognise the lessons contained in the surah.
3. state how to apply those lessons in daily life.

Teaching and Learning Resources

- Projector/chart (showing the Arabic text)
- DVD Player and Qur'an
- Resource person (an expert of Qur'an recitation)

Instructional Procedures

Step 1: Read the whole surah paying attention to the Tajweed rule while students listen.

Step 2: Draw students' attention to phrases and words which require attention in pronunciation.

Step 3: Let students read one after the other and then recite collectively.

Step 4: Guide students to recall the general meaning of the surah and the lessons contained therein.

Step 5: Lead students to deduce the lessons contained in the surah.

Step 6: Guide students through discussion to mention ways in which lessons would be applied in daily life.

Evaluation Guide

Ask students to:

- i. Pronounce the difficult words
- ii. Recite the Surah correctly with *Tajweed*.
- iii. Give the meaning of the surah
- iv. State the lessons learnt from the Surah.

Assignment:

- 1) Write the Arabic text of suratul Qari'ah.
- 2) State some lessons learnt from the surah.

Teaching the Hadith Aspect of Islamic Studies

Topic: Hadith No. 19 of An-Nawawi's collection

Previous Knowledge: The teacher states any previous lesson related to the present one.

Behavioural Objectives: At the end of the lesson, students should be able to:

- 1) recite the Arabic text of the Hadith correctly.
- 2) state the meaning of the Hadith
- 3) state some of the lessons of the Hadith.
- 4) explain how to apply those lessons to their daily life.

Teaching and Learning Resources

- Projector/chart (showing the Arabic text) of the Hadith

Instructional Procedures

Step 1: Read the Arabic text of the Hadith

Step 2: Discuss the brief history of the compilers of the collection

Step 3: Lead the students in the recitation of the text and the meaning of the Hadith

Step 4: Guide students to explain some of the lessons derived from the Hadith

Step 5: Lead students to explain how to apply them in their daily life.

Evaluation Guide

Ask students to:

- i. state general meaning of the Hadith
- ii. explain the lessons derived from it.
- iii. explain how these lessons could be applied to daily life

Assignment:

- 1) Write the Arabic text of the Hadith No. 19 of An-Nawawi's collection
- 2) State some lessons learnt from the Hadith

- 3) How would the meaning and the lessons be applied to happenings in our contemporary life?

Teaching Tadhhib Aspect of Islamic Studies

Topic: Intoxicants

Previous Knowledge: The teacher states any previous lesson related to the present one.

Behavioural Objectives: At the end of the lesson, students should be able to:

- 1) define intoxicant
- 2) state the kinds of intoxicant
- 3) explain why they are prohibited in Islam
- 4) quote the relevant Qur'anic verses that prohibit intoxicants

Teaching and Learning Resources

- A copy of the Qur'an with translation
- Projector/chart showing the kinds of intoxicants

Instructional Procedures

Step 1: Explain to students the meaning of intoxicants

Step 2: Lead students through discussion to bring out the kinds of intoxicant. For example, beer, marijuana, cocaine, among others.

Step 3: Read the Qur'anic verses that prohibit intoxicant

Step 4: Discuss the danger in engaging in any kind of intoxicant

Step 5: Guide students to acknowledge the stand of Islam on intoxicant quoting relevant Qur'anic verses.

Evaluation Guide

Ask students to:

- i. explain in details the word "intoxicant"
- ii. state Qur'anic injunctions on intoxicant
- iii. highlight some of the dangers of intoxicant

Assignment:

- 1) Explain why Muslims must restrain from taking intoxicants
- 2) Expatriate how intoxicants can be avoided

Teaching Tawheed Aspect of Islamic

Topic: As- Shirk (Associating Partner with Allah)

Previous Knowledge: The teacher relates this new topic to the previous lesson

Behavioural Objectives: At the end of the lesson, students should be able to:

- 1) define Shirk
- 2) explain in details the types of Shirk
- 3) highlight the various ways through which people associate partners with Allah in His essence, attributes and works
- 4) deduce the implications of associating partner with Allah

Teaching and Learning Resources

- A copy of the Qur'an with translation
- Projector/chart showing the types of Shirk

Instructional Procedures

Step 1: Revise with students the meaning of Shirk.

Step 2: Lead students to give general meaning of Shirk

Step 3: Assist students to deduce lessons from the topic

Step 4: Instruct students to suggest ways through which its lessons could be applied to our daily life.

Evaluation Guide

Ask students to:

- i. define Shirk;
- ii. explain the concept of Shirk;
- iii. highlight different ways by which people associate partner with Allah in His essence, attributes and works; and
- iv. mention the lessons learnt from the topic

Assignment:

- 1) Explain in details the ways through which people associate partner with Allah
- 2) Mention how the lessons learnt could be applied to daily life.

Teaching the 'Ibadah (Worship of Allah) Aspect of Islamic Studies

Topic: Hajj (Pilgrimage)

Previous Knowledge: The teacher states any previous lesson related to the present one

Behavioural Objectives: At the end of the lesson, students should be able to:

- 1) give the meaning of Hajj (pilgrimage)
- 2) state the four pillars of Hajj
- 3) discuss the spiritual objectives of Hajj
- 4) mention the social-economic values of Hajj
- 5) state the moral objectives of Hajj.

Teaching and Learning Resources

- Projector/chart showing Ka'bah and sacred places in Makkah
- Television and video recorder
- Resource person (demonstrating to students)

Instructional Procedures

Guide students to:

Step 1: Define the term Hajj and its pillars

Step 2: Appreciate the spiritual values of Hajj

Step 3: Discuss the social-economic values of Hajj

Step 4: Mention the moral values of Hajj

Step 5: Narrate some verses and Hadith related to Hajj

Evaluation Guide

Ask students to:

- i. Give the meaning of Hajj and its pillars
- ii. Explain some of the spiritual and moral objectives of Hajj
- iii. Highlight the social-economic values of Hajj
- iv. Mention some verses of Qur'an and the Hadith related to Hajj

Assignment: Asks students to:

- 1) highlight some of the spiritual, moral and social-economic values of Hajj
- 2) state some verses of the Qur'an and the Hadith that enjoin performance of Hajj

Teaching the Mu'amalah Aspect of Islamic Studies (Human Relation)

Topic: Goodness to the Parents

Previous Knowledge: The teacher relates this new topic to the previous lesson

Behavioural Objectives: At the end of the lesson, students should be able to:

- 1) explain what kindness to parents means;
- 2) state things that constitute goodness to parents;
- 3) highlight the Qur'anic verses on the goodness to parents; and
- 4) expatiate how lessons of the topic would be applied to our daily life?

Teaching and Learning Resources

- Projector/ chart containing list of things that constitute goodness to parents

Instructional Procedures

Step 1: Lead students to appreciate what goodness to parents means

Step 2: Guide students to list acts of being good to parents

Step 3: Lead the students to learn the Qur'anic verses and Hadith on goodness to parents

Step 4: Guide students to state the lessons learnt from being good to parents

Step 5: Lead students to explain how to apply the lessons in their daily life.

Evaluation Guide

Ask students questions:

- i. Explain the term goodness to parents
- ii. What constitute the acts of being good to parents
- iii. Highlight the lessons learnt from the topic

Assignment: Asks students:

- 1) What is the repercussion of disobedience to parents?
- 2) Write down other Qur'anic verses and Ahadith on goodness to parents

Teaching the Tarikh Aspect of Islamic Studies (Historical Development of Islam)

Topic: Impacts of Islam on the Economic and Political Life in West Africa

Previous Knowledge: The teacher relates the new topic with the previous lesson

Behavioural Objectives: At the end of the lesson, students should be able to:

- 1) explain the economic conditions of West Africans before Islam
- 2) mention the articles in which they traded on.

- 3) describe the trade routes
- 4) identify the role of Islam on the economic life of west African empires.
- 5) mention the significance of these roles

Teaching and Learning Resources

- A chart containing drawn images of early Arab traders
- Projector and DVD player displaying the map of Africa and the Middle East

Instructional Procedures

Step 1: Discusses the development of trade in west African cities such as Timbuktu in Mali, Kaukau, Guinea, Kano and Bornu in Nigeria

Step 2: Mentions the emergence of such trade city centers

Step 3: Assesses the contributions of gold, Ivory, Kola nuts, and slaves as articles of merchandise from West Africa.

Step 4: Assesses the contributions of salt, cloths, beads and metals ware in exchange for west African articles.

Evaluation Guide

The teacher asks students the following questions:

- i. mention some of the articles of merchandise in west Africa;
- ii. locate the trade routes on the map of West Africa; and
- iii. explain the role played by Islam on the economic life of west Africa

Assignment: Asks students to:

- 1) account for the role played by Islam on economic life of west Africa
- 2) discuss the significance of these roles

Conclusion

Teaching method is a subset of an instructional approach in educational setting. Various methods exist in teaching for the attainment of instructional objectives, and these include lecture method, assignment method, discussion method, field trip method, project method, recitation method, resource person method among others. By implication, a particular Islamic Studies topic requires the application and employment of a particular method of teaching. For instance, some Islamic Studies topics require combination of two or more methods to achieve the instructional objectives. However,

learners' differences, such as level of education, age, socio-cultural and economic background, experiences among others determine the type of method and instructional resources to employ.

Recommendations

1. Islamic Studies teachers should be professionally trained and often update their professionalism in order to keep abreast of modern trends in teaching methodology.
2. Islamic Studies teachers should be computer literate and dexterous in handling technological devices while teaching.
3. Islamic Studies teachers should make use of appropriate instructional resources to enhance teaching and learning.
4. Islamic Studies teacher should be fully prepared for the topic to be taught ahead of teaching in the class.
5. Islamic Studies teachers should be good models to their students

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