

## RESEARCH ARTICLE

**FACTORS INFLUENCING STUDENTS' CHOICE OF ISLAMIC STUDIES  
IN SECONDARY SCHOOLS IN ILORIN WEST LOCAL GOVERNMENT  
AREA OF KWARA STATE, NIGERIA****Aliyu Yunus<sup>1</sup>, Abdur-Rafiu Jamiu<sup>1</sup>, and P. Jayakumar<sup>2,\*</sup>**<sup>1</sup> Department of Arts Education, Faculty of Education, University of Ilorin, Nigeria; E-Mail: [aliyu.y@unilorin.edu.ng](mailto:aliyu.y@unilorin.edu.ng)<sup>1</sup> Department of Arts Education, Faculty of Education, University of Ilorin, Nigeria<sup>2</sup> Department of English, St. Joseph's College of Engineering, OMR, Chennai - 119\*Corresponding author: P. Jayakumar; E-mail: [jaikmabed@gmail.com](mailto:jaikmabed@gmail.com)

Received: 18 August 2024 / Accepted: 09 September 2024 / Published online: 30 September 2024

**Abstract**

The purpose of the study was to find out what factors influence students' decisions to study Islamic studies in secondary schools in Ilorin, Kwara State. The researchers choose to use the descriptive research method. A questionnaire was utilised to gather data. The study's population consisted of 20 students who were picked from 10 schools using the simple random selection technique. The validity of the instrument was determined by experts in Islamic Studies, measurement, and evaluation. The gathered data was analysed using descriptive statistics of frequency and percentage were employed to present the demographic data of the respondents, answer research question one and ANOVA was also employed to address the research hypotheses that were formulated. The study findings indicate that parental influence, teachers' attitude, teaching techniques, and the use of technology (instructional media) are the elements that determine students' selection of Islamic studies in secondary schools in Ilorin. The study also found that gender had no impact on students' views of the factors that drive their choice of Islamic studies. Consistent with the findings of the study, parents were recommended to actively promote and inspire their children to opt for Islamic education. Teachers are strongly encouraged to continue using effective teaching methods and providing support to their pupils, while also having a positive and friendly relationship with them.

**Keywords:** Factors, Students' choice, Islamic studies.**Introduction**

Islam, which was introduced over one thousand, four hundred years ago, is a comprehensive system of life that is suitable for individuals of all ages. Islam is a religion that emphasises orderliness and prudence. It provides its followers with guidance and protection from any potential social ills that may stem from disorder. It is also believed that Islamic studies provide knowledge about Islam and its principles, which aids in the cultivation of the moral qualities that define a decent Muslim as both an individual and a member of society. Busari (2018) characterised Islamic Studies as a religion that enforces its adherents to regard knowledge as advantageous from the moment of conception until their demise. He also stated that Islamic Studies shapes students' sensibilities in a manner that the principles of Islam dictate their decisions, life perspective, and method of acquiring all knowledge.

Islamic Studies is a course that is taught in educational institutions to assist students in gaining a comprehensive understanding and knowledge of the magnificent work of Allah. According to Hamzah and

Aliyu (2018), Islamic Studies is a formal educational system that is a subset of Islamic Education. They also argued that the formal aspect of Islamic Education, which is the study of Islamic Studies, is formally acquired through the institutional system. Islamic Studies is a comprehensive term that encompasses all knowledge that enables an individual to comprehend and appreciate the magnificent works of Allah, including Mathematics, Geography, Physics, Biology, Human anatomy, Astronomy, History, and Law (Abdulraheem 2008). However, this investigation vividly examines the factors that influence students' decision to pursue Islamic Studies. The factors that influence students' choice of Islamic Studies are indefinite, as argued by Balogun & Kazeem (2013) and Ahmed (2018). They also confirmed that the scarcity of qualified teachers, the influence of teachers as role models to students, the unavailability of essential textbooks, parental influence, the lack of modern techniques suitable for Islamic Studies, Arabic issues, government policy on Islamic Studies, and instructional materials are appeared to be problems. Furthermore, Edwards and Quinter (2011) discovered that family members have a greater impact on the career decisions of students. It was also noted that the majority of parents do not permit their children to pursue Islamic Studies as a career due to their religious beliefs and the expectations they have for their children. Consequently, parents are instrumental in determining their children's academic pursuits.

Another factor that hinders students' selection of Islamic Studies in secondary schools is the integration of the Arabic language into Nigerian schools. The majority of Islamic Studies instructors have been found to find the use of Arabic language to be a challenging endeavour due to their lack of proficiency in the language. It is certain that a significant number of subjects will be taught in Arabic, as Islamic Studies is primarily concerned with Quranic chapters and Hadiths. Students have also chosen to skip the Arabic language course in higher education institutions and instead pursue other subjects due to their dread of the language. Nahla and Geoffrey (2006) emphasised the importance of dispelling the dread of the Arabic language in the context of Islamic Studies in order to reassure students and encourage them to improve their proficiency in the language. Ajidagba and Abdur-Rafiu (2015) hypothesised that the reintroduction of the Arabic language in secondary schools would enhance the efficacy of the teaching and learning of Islamic Studies in the Nigerian educational system. The career choices of students are also influenced by the role models of Islamic Studies instructors. In the context of a student's life cycle, a teacher's genius, impact, character, self-discipline, and exceptional characteristics are of paramount importance, as they are responsible for imparting beneficial knowledge and information to their students. (Eremie, 2017). It has been observed that students are more likely to pursue Islamic Studies as a career if their instructors internalise the positive lesson, they impart to them.

Additionally, the scarcity of qualified teachers, which is another factor that impedes the interests of students in numerous secondary institutions, will be eliminated. Professional training and a minimum academic accreditation of a Nigerian Certificate of Education (NCE) are prerequisites for a teacher to be considered qualified in Nigeria. Emma and Elaine (2019) asserted that the capacity of students to learn is jeopardised by the absence of sufficient qualified instructors, particularly in the field of Islamic Studies itself. Bidmos (2003) contended that textbooks are informative and functional materials that enable teachers and students to refresh their knowledge, thereby facilitating the acquisition of precise information during the teaching and learning process. Additionally, it is asserted that textbooks that are both practical and pertinent to the study of Islamic Studies are not distributed. It is also emphasised that the unavailability of essential textbooks has resulted in many Islamic studies teachers utilising obsolete materials, which has also influenced the choice of students to pursue Islamic Studies (Hashim, Rufai & Nor 2011).

Another factor that influences students' decision to pursue Islamic studies is the utilisation of contemporary methodologies by Islamic Studies instructors. Eniyewu (2005) and Adewale (2013) elucidated that the learners' attention and interest are greatly enhanced when Islamic Studies instructors employ contemporary teaching techniques during the instructional process. They further confirmed that the teaching and learning of Islamic Studies would be effectively delivered through the use of contemporary techniques, such as computers, projectors, films, and Internet facilities. The teaching methods employed to cultivate or pass Islamic Studies

for students are emphasised by Aziz, Ibrahim, Shaker, and Nor (2016) as those that foster and encourage a passion for the subject. It was also confirmed that the methods employed in the teaching process are crucial for learners of varying educational levels.

Vista and Grantham (2010) proposed that parental education significantly and consistently enhances the academic accomplishments of children throughout their lives. Additionally, it was asserted that parental education has a beneficial impact on a child's educational achievement and decreases the probability of an adolescent dropping out of school. The academic success of students is significantly influenced by the education of their parents, which significantly influences their choice of course of study and academic performance in tertiary institutions. Students' academic accomplishments are a metric of success in all educational environments that are associated with family heritage, including education, income, and occupation (Aliyu, 2019). He also asserted that the educational background of parents provided their children with the opportunity to select a course of study at the university.

The status of Islamic Studies in the Nigerian school curriculum is also a factor that influences students to offer Islamic Studies in secondary institutions. Islamic Studies was acknowledged as a unique school subject in the 6-3-3-4 system, which was subsequently replaced by the 9-3-4 system of education. The country's education policy mandates that Islamic Studies be a mandatory subject in primary and junior secondary education, despite its designation as an elective in senior secondary institutions. Additionally, the 2014 Nigeria National Policy on Education (6th Edition) in Section 3 reaffirmed the objective of Islamic Studies, a humanities-based subject for senior secondary education, to cultivate individuals who are well-adjusted, religious, moral, and academically astute, capable of forming their own opinions and respecting those of others. The opportunity to pursue higher education in the discipline of Islamic Studies should also be extended to these individuals. This indicates that students' preferences regarding Islamic Studies are diverse due to its status as an elective subject in Nigeria's National Policy on Education.

### Statement of the Problem

It is noted that the students may be denied the opportunity to enroll in the subject at this level due to the unavailability and inadequacy of instructors in a particular school. Olaitan (2017) elucidated that secondary school students exhibit a lack of interest in offering Islamic Studies as a subject or selecting it as a field of study. Even those who reluctantly offered it did not treat it with the requisite gravity. Additionally, the moral decadence of students in the school is ultimately influenced by government policy and the apathetic attitude of parents towards the subject, which in turn has a direct or indirect impact on the larger society (Ahmed 2018). Furthermore, it is an undeniable fact that Islamic Studies are of paramount importance to the national development and the well-being of Nigerian citizens.

The variables that influence students' decision to pursue Islamic Studies have been the subject of numerous investigations. In Lagos State, Nigeria, Oseni (2012) researched the factors that influence students' motivation and attitude towards Islamic studies. Through interviews and questionnaires, a mixed-methods research design was implemented. He determined that environmental factors are the primary predictors of students' attitudes, as opposed to their motivation. Conversely, parents' influence is one of the micro-factors that most significantly predicts students' motivation and attitudes. Salako et al (2018) conducted an investigation into the moribund enrolment issues of Islamic Studies students in public secondary institutions in Ogun State, Nigeria. The primary cause for the moribund enrolment problem of students in Islamic Studies was attributed to job marketability, according to them. Khalid (2019) investigated the factors that influence the learning of Islamic Studies in developing countries and discovered that situational interest can be used to develop or deepen the initial interest of any individual, thereby providing a meaningful learning experience for each student. Busari (2018) investigated the challenges and opportunities associated with teaching and learning Islamic Studies in primary and post-primary schools in Nigeria. He emphasised that the use of inappropriate methods may impede learning and result in a waste of time.

Zaiton and Hishamuddin (2012) investigated the factors that influence students' interest in pursuing Islamic education. They asserted that students' interest in Islamic Studies is significantly influenced by two primary factors: situational and individual factors. To the best of this researcher's knowledge, no previous research has produced any findings regarding the factors that influence students' decision to pursue Islamic Studies. The objective of this investigation is to address this deficiency. Therefore, the primary objective of this study was to identify the variables that influence students' selection of Islamic Studies in secondary institutions in the Ilorin West Local Government Area of Kwara State, Nigeria.

### Research Questions

The investigation addressed the subsequent inquiries:

1. What are the factors that influence students' choice of Islamic Studies in secondary school in Ilorin West?
2. Is there any significant difference in the opinions of male and female students on the influence of parental education on the students' choice of Islamic Studies in secondary schools in Ilorin West Local Government, Kwara State?
3. Is there any significant difference in the opinions of male and female students on the influence of teachers' methods of teaching on the students' choice of Islamic Studies in secondary schools in Ilorin West Local Government, Kwara State?

### Research Hypotheses

**Ho1.** There is no significant difference in the opinions of male and female students on the influence of parental education on the students' choice of Islamic Studies in secondary schools in Ilorin West Local Government, Kwara State.

**Ho2.** There is no significant difference in the opinions of male and female students on the influence of teachers' methods of teaching on the students' choice of Islamic Studies in secondary schools in Ilorin West Local Government, Kwara State.

### Research Methodology

The research population consisted of all secondary school students in Ilorin, Nigeria, who were enrolled in Islamic Studies. The Ilorin Metropolis is divided into three Local Government Areas: Ilorin-East, Ilorin-South, and Ilorin-West. The intended audience consisted of all students offering Islamic Studies. Out of the 125 public schools in Ilorin Metropolis, a simple random technique was employed to select 10 schools. A total of 200 respondents were selected at random from each of the selected secondary schools, with 20 students per school. In this investigation, questionnaires were implemented as instruments for data acquisition. The questionnaire was divided into two sections: A and B. The biological data of the respondent, including their age and gender, was included in Section A. Section B contained pertinent enquiries regarding the factors that influence the selection of Islamic Studies by secondary school students. The Four Likert rating scale was employed to evaluate the questions: Agreed (A), Strongly Agreed (SA), Disagreed (D), and Strongly Disagreed (SD). The reliability of the research instrument was verified and validated through the recommendations of experts, and it was tested with small groups outside the study population to assure its reliability. Descriptive statistics of frequency and percentage were employed to present the demographic data of the respondents, and ANOVA was employed to address the research hypotheses that were formulated.

**Outcomes**

**Table 1:** Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	64	32
Female	136	68
<b>Total</b>	<b>200</b>	<b>100</b>

Table 1 shows that 32% of the respondents were male while 64% were female.

**Research question 1:** What are the factors that influence students’ choice of Islamic studies in secondary schools in Ilorin West Local Government, Kwara State?

**Table 2:** Factors that Influence Students’ Choice of Islamic Studies in Secondary Schools in Ilorin West Local Government, Kwara State

S/N	I chose Islamic studies, because	SA	A	D	SD
1	my parents forced me to choose it	135 (67.5%)	32 (16%)	20 (10%)	13 (6.5%)
2	my parents are Muslims	82 (42%)	71 (35.5%)	14 (7%)	23 (12.5%)
3	my parents also offered it while they were in schools	12 (6%)	31 (15.5%)	63 (31.5%)	94 (47%)
4	it was a favourite subject to my parents	82 (41%)	67 (33.5%)	22 (11%)	29 (14.5%)
5	my parents enlightened me that it is a good subject	90 (45%)	76 (38%)	14 (7%)	20 (20%)
6	My Islamic studies teacher has effective interpersonal skills that encouraged me towards the subject	63 (31.5%)	80 (40%)	15 (15%)	42 (42%)
7	My teacher has a high level of knowledge of the subject matter	121 (60.5%)	67 (33.5%)	8 (8%)	4 (4%)
8	The methods of teaching used by the teacher motivates me	102 (51%)	71 (35.5%)	17 (8.5%)	10 (5%)
9	The teacher creates an enabling environment for students to ask question	71 (35.5%)	59 (29.5%)	43 (21.5%)	27 (13.5%)
10	the teacher integrates technology into the teaching of the subject	91 (45.5%)	68 (34%)	29 (14.5%)	12 (6%)

Table 1 shows the factors that influence students’ choice of Islamic Studies in secondary school in Ilorin West Local Government, Kwara State. As shown from the Table, 67.5% of the respondents strongly agreed to the item 1 “My parents forced me to choose it”, 16% agreed, 10% disagreed while 6.5% strongly disagreed. 42% of the respondents strongly agreed to the item 2 “my parents are Muslims”, 35.5% agreed, 7% disagreed while 12.5% strongly disagreed. 6% of the respondents strongly agreed to the item 3 “my parents also offered it while they were in schools”, 15.5% agreed, 31.5% disagreed while 47% strongly disagreed. 41% of the respondents strongly agreed to the item 4 “it was a favourite subject to my parents”, 33.5% agreed, 11% disagreed while 14.5% strongly disagreed.

45% of the respondents strongly agreed to the item 5 “my parents enlightened me that it is a good subject” studies in the University of Ilorin”, 38% agreed, 7% disagreed while 20% strongly disagreed. 31.5% of the respondents strongly agreed to the item 6 “My Islamic studies teacher has effective interpersonal skills that encouraged me towards the subject”, 40% agreed, 7.5% disagreed while 21% strongly disagreed. 60.5% of the respondents strongly agreed to the item 7 “My teacher has a high level of knowledge of the subject matter”, 33.5% agreed, 8% disagreed while 4% strongly disagreed. 51% of the respondents strongly agreed to the item 8 “My teacher has a high level of knowledge of the subject matter”, 35.5% agreed, 8.5% disagreed while 5% strongly disagreed. 35.5% of the respondents strongly agreed to the item 9 “The teacher creates an enabling environment for students to ask question”, 29.5% agreed, 21.5% disagreed while 13.5% strongly disagreed.

45.5% of the respondents strongly agreed to the item 10 “the teacher integrates technology into the teaching of the subject”, 31% agreed, 14.5% disagreed while 6% strongly disagreed.

### Hypothesis Testing

**Ho1:** There is no significant difference in the opinions of male and female students on the influence of parental education on the students' choice of Islamic studies in secondary schools in Ilorin West Local Government, Kwara State

**Table 3:** The Difference in the Opinions of Male and Female Students on the influence of parental education on the Students' Choice of Islamic Studies in Secondary Schools in Ilorin West Local Government, Kwara State

Gender	N	$\bar{X}$	SD	Cal. t-value	p-value	Decision
Male	73	3.64	1.19			
				1.63	0.065	Ho1 Accepted
Female	127	3.55	0.92			

Table 3 shows the yielded t-value = (1.63) and the p-value = (0.065) that is greater than the level of significance (0.05). Hence, the null hypothesis one (Ho<sub>1</sub>) was accepted. This shows that there was no significant difference in the opinions of male and female students on the influence of parental education on the students' choice of Islamic Studies in secondary schools in Ilorin West Local Government, Kwara State.

**Ho2:** There is no significant difference in the opinions of male and female students on the influence of teachers' methods of teaching on the students' choice of Islamic studies in secondary schools in Ilorin West Local Government, Kwara State

**Table 4:** The Difference in the Opinions of Male and Female Students on the Influence of Teachers' Method of Teaching on the Students' Choice of Islamic Studies in Secondary Schools in Ilorin West Local Government, Kwara State

Gender	N	$\bar{X}$	SD	Cal. t-value	p-value	Decision
Male	73	3.83	1.21			
				1.53	0.074	Ho2 Accepted
Female	127	3.97	1.35			

Table 5 shows the yielded t-value = (1.53) and the p-value = (0.071) that is greater than the level of significance (0.05). Hence, the null hypothesis one (Ho<sub>1</sub>) was accepted. This shows that there was no significant difference in the opinions of male and female students on the influence of parental education on the students' choice of Islamic Studies in secondary schools in Ilorin West Local Government, Kwara State

### Discussions

The findings of the study indicated that the majority of students in secondary schools in Ilorin West Local Government, Kwara State, selected Islamic Studies due to the influence of their parents, who were Muslims and chose the subject as their favourite. The students were also motivated by the interpersonal skills, teaching methods, high level of the subject matter, enabling environment for students to ask questions, and integration of technology into the teaching of the subject. However, they did not select the subject because their parents offered it while they were in school.

This result is consistent with the discovery of Zaiton and Hishamuddin (2012), which indicates that the

selection of Islamic Studies in public secondary schools is influenced by the nature of the school, the willingness of the students, the methodologies of the teachers, and the parental factor. It was also determined that situational and individual factors are also components of the factors that influence students' interest in studying Islamic Education. Zaiton and Hishamuddin (2012) also posited that while some secondary students do not enjoy Islamic Studies as a subject, they are compelled to select it due to the fact that their parents are Muslims, Islamic scholars, or desire that they study it as a course when they enrol in tertiary institutions. This discovery is consistent with Edwards and Quinter (2011), who assert that family members have a greater impact on students' career decisions. Additionally, it has been noted that the majority of parents do not permit their children to pursue Islamic Studies as a career due to their expectations regarding their children and their attitudes towards religion.

The results of this investigation indicated that there was no substantial disparity in the perspectives of male and female students regarding the impact of parental education on their decision to pursue Islamic studies in secondary institutions in Ilorin West Local Government, Kwara State.

This discovery is consistent with Vista and Grantham's (2010) assertion that parental education is consistently and significantly enhancing the academic performance of children throughout their lives. Additionally, it was asserted that parental education has a beneficial impact on a child's academic performance and reduces the probability of an adolescent dropping out of education. The academic success of students is significantly influenced by the education of their parents, which significantly influences their choice of course of study and academic performance in tertiary institutions. It is also consistent with Aliyu's (2019) submission, which asserted that the educational background of parents influenced their children's ability to select a course at the university.

In secondary institutions in Ilorin West Local Government, Kwara State, the results of this study indicated that there is no substantial disparity in the perspectives of male and female students regarding the impact of teachers' teaching methods on their decision to pursue Islamic studies. This discovery is consistent with the findings of Aziz, Ibrahim, Shaker, and Nor (2016), who emphasised that the teaching methods employed to cultivate or pass Islamic Studies for students foster and cultivate a passion for the subject. It is also confirmed that the methods employed in the instruction process are crucial for learners of varying educational levels.

## Conclusion

The majority of secondary students in Ilorin West Local Government opt for Islamic Studies due to various factors. These include parental influence, as their parents are Muslims and encourage them to choose the subject. Additionally, the students are motivated by their Islamic studies teachers' interpersonal skills, effective teaching methods, extensive knowledge of the subject matter, and the conducive environment that allows for student engagement and questioning. Furthermore, the integration of technology into the teaching of Islamic Studies serves as an additional source of motivation. It is worth noting that the students do not choose the subject solely because it is offered by their parents while they are in school. In addition, there was no discernible disparity in the viewpoints of male and female students about the impact of parental education on the selection of Islamic studies in secondary schools in Ilorin West Local Government, Kwara State. The study found that the perspectives of male and female students on the impact of instructors' teaching methods on their choice of Islamic studies in secondary schools in Ilorin West Local Government, Kwara State, are not significant.

## Recommendations

It was recommended that:

1. In order to ensure that their children are well-informed about the religion and are appropriately guided as they mature into the broader society, Muslims should continue to mandate, motivate, and educate their

children to pursue Islamic studies.

2. Teachers should consistently employ appropriate teaching methods to impart knowledge to students, strive to support their teaching with various technologies, and maintain cordial interpersonal relationships with them in order to persistently foster students' interest in the subject.

## References

- [1] Abdulraheem, I., & Abdulrahim, R. (2019). Impact of e-learning vs traditional learning on student's performance and attitude. *International Journal of Medical Research & Health Sciences*, 8(10), 76-82.
- [2] Adeola, O. S., Adewale, O. S., & Alese, B. K. (2013). Integrated E-Learning System (IES) for the Nigeria Universities: an architectural overview. *American Journal of Database Theory and Application*, 2(1), 1-8.
- [3] Adeyemi, M. B., & Adeyinka, A. A. (2003). The principles and content of African traditional education. *Educational Philosophy and Theory*, 35(4), 425-440.
- [4] Ajidagba, Yusuf, A., U. A., Olumorin, C. O., Oniyangi, S. O., Ahmed, M. A., Daramola, F. O., & Ibraheem, T. O. (2011). Achievement Effects of Multi-grade Teaching on the Basic School Pupils in Patigi Emirate, Nigeria: Teachers' Perception. *Prime Journal of Business Administration and Management*, 1(5), 144-148.
- [5] Al -Jallad, Majdzaki (2005) Learn values and teach them a conceptual theory and apply methods and strategies for teaching values, 2nd floor, Amman, Jordan, Dar Al-Masirah.
- [6] Aliyu, Y. (2019). Parental Background as a Correlate of Students' Academic Achievement in Islamic Studies in North-Central Nigeria, *Journal of Science, Technology and Education*, 7(3), 149-157. Published by Faculty of Technology Education, Abubakar Tafawa Balewa University Bauchi, Nigeria. available online
- [7] Azeez, Y. A., & Saliu, A. (2017). The Call for Abolition of Death Penalty: Islamic Law versus International Human Rights Law. *Advanced Science Letters*, 23(9), 9195-9202.
- [8] Bhuvanewari, G., Swami, M., & Jayakumar, P. (2020). Online classroom pedagogy: Perspectives of undergraduate students towards digital learning. *International Journal of Advanced Science and Technology*, 29(04), 6680-6687.
- [9] Busari, J. M. (2018). Problems and Prospects of Teaching and Learning Islamic Studies in Primary and Post-Primary Schools in Nigeria: An Overview. *International Journal of Scientific and Research Publications*, 8(3), 230-236.
- [10] Damodharan, V. S., & Rengarajan, V. (2007). Innovative methods of teaching. In *Learning Technologies and Mathematics Middle East Conference*, Sultan Qaboos University, Muscat, Oman (pp. 1-16). *educational research and policy studies*, 2(2), 81-87.
- [11] Eniayewu, J. (2005). Effect of instructional materials on teaching of economics in secondary schools in Akoko North-East Local Governemnt Area of Ondo State. *Ikere Journal of education*, 7(1), 117-120.
- [12] Eremie, M. D. (2014). Comparative analysis of factors influencing career choices among senior secondary school students in Rivers State, Nigeria. *Arabian Journal of Business and Management Review (OMAN Chapter)*, 4(4), 20.
- [13] García, E., & Weiss, E. (2019). US Schools Struggle to Hire and Retain Teachers. The Second Report in "The Perfect Storm in the Teacher Labor Market" Series. Economic policy institute.
- [14] Hamzah, M. I., & Yunus, A. (2018). Influence of Parental Background of Secondary School Students on Academic Performance in Islamic Studies in Nigeria. *International Journal of Academic Research in Business & Social Sciences*, 8(1), 314-325.



- [15] Hashim, R., Rufai, S. A., & Nor, M. R. M. (2011). Traditional Islamic education in Asia and Africa: A comparative study of Malaysia's Pondok, Indonesia's Pesantren and Nigeria's traditional Madrasah. *World Journal of Islamic History and Civilization*, 1(2), 94-107.
- [16] Hassan, N., Abdul-Rahman, A., & Yazid, Z. (2018). Developing a new framework of waqf management. *International Journal of Academic Research in Business and Social Sciences*, 8(2), 287-305.
- [17] Jayakumar, P., & Ajit, I. (2015). A Study on Syntactic Errors Experienced by First-Graduate Students of English in the Selected Colleges of Coimbatore with Reference to Active and Passive Voice. *Journal of Teaching and Research in English Literature*, 7(2), 5-12.
- [18] Kazeem, S. A., & Balogun, K. Y. (2013). Problems facing Islamic education: evidence from Nigeria. *International Letters of Social and Humanistic Sciences*, 19, 108- 119.
- [19] Khalid, D. S. (2019). End of Life Care: The Islamic Perspective. *International Journal for Human Caring*, 23(3), 254-259.
- [20] Nahla, M. A. (2006). Teaching Arabic to nonnative speakers at Alexandria University. *Handbook for Arabic language teaching professionals in the 21st century*, 34-63
- [21] Oseni, M. (2012). Adequacy of budgetary allocation to educational institutions in Nigeria. *Pakistan Journal of Business and Economic Review*, 3(1), 274-282.

## العوامل المؤثرة في اختيار الطلاب لدراسة الدراسات الإسلامية في المدارس الثانوية في منطقة الحكومة المحلية إيلورين الغربية بولاية كوارا، نيجيريا

عليو يونس<sup>1</sup>، عبد الرؤوف جميعة<sup>1</sup>، و ب. جايكومار<sup>2\*</sup>

<sup>1</sup> قسم تعليم الفنون، كلية التربية، جامعة إيلورين، نيجيريا؛ البريد الإلكتروني: [aliyu.y@unilorin.edu.ng](mailto:aliyu.y@unilorin.edu.ng)

<sup>1</sup> قسم تعليم الفنون، كلية التربية، جامعة إيلورين، نيجيريا.

<sup>2</sup> قسم اللغة الإنجليزية، كلية الهندسة سانت جوزيف، OMR، تشيناي - 119.

\* الباحث الممثل: بي. جايكومار؛ البريد الإلكتروني: [jaikmabed@gmail.com](mailto:jaikmabed@gmail.com)

استلم في: 18 أغسطس 2024 / قبل في: 09 سبتمبر 2024 / نشر في: 30 سبتمبر 2024

### المُلخَص

كان الهدف من الدراسة هو معرفة العوامل التي تؤثر على قرارات الطلاب لدراسة الدراسات الإسلامية في المدارس الثانوية في إيلورين، ولاية كوارا. اختار الباحثون استخدام طريقة البحث الوصفي. تم استخدام استبيان لجمع البيانات. تكونت عينة الدراسة من 20 طالبًا تم اختيارهم من 10 مدارس باستخدام تقنية الاختيار العشوائي البسيط. تم تحديد صلاحية الأداة من قبل خبراء في الدراسات الإسلامية والقياس والتقييم. تم تحليل البيانات المجمعة باستخدام الإحصاءات الوصفية للتردد والنسبة المئوية لتقديم البيانات الديموغرافية للمستجيبين، والإجابة على سؤال البحث الأول، كما تم استخدام تحليل التباين (ANOVA) لمعالجة فرضيات البحث التي تم صياغتها. تشير نتائج الدراسة إلى أن تأثير الوالدين، وموقف المعلمين، وتقنيات التدريس، واستخدام التكنولوجيا (الوسائط التعليمية) هي العناصر التي تحدد اختيار الطلاب للدراسات الإسلامية في المدارس الثانوية في إيلورين. كما وجدت الدراسة أن الجنس لم يكن له تأثير على آراء الطلاب حول العوامل التي تدفعهم لاختيار الدراسات الإسلامية. ووفقًا لنتائج الدراسة، تم التوصية بأن يشجع الآباء بنشاط أطفالهم على اختيار التعليم الإسلامي. كما يُشجع المعلمون بشدة على الاستمرار في استخدام أساليب التدريس الفعالة وتقديم الدعم لطلابهم، مع الحفاظ على علاقة إيجابية وودية معهم.

الكلمات المفتاحية: العوامل، اختيار الطلاب، الدراسات الإسلامية.

### How to cite this article:

Yunus, A., Jamiu, AR., and Jayakumar, P., (2024). FACTORS INFLUENCING STUDENTS' CHOICE OF ISLAMIC STUDIES IN SECONDARY SCHOOLS IN ILORIN WEST LOCAL GOVERNMENT AREA OF KWARA STATE, NIGERIA. *Electronic Journal of University of Aden for Humanity and Social Sciences*, 5(3), p290-299. <https://doi.org/10.47372/ejua-hs.2024.3.386>



Copyright © 2024 by the Author(s). Licensee EJUA, Aden, Yemen. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY-NC 4.0) license.