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## Perceptions of Gomal University Teachers Regarding Teaching Strategies in the Light of Islamic Teachings (A Comparative Study)

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### Abstract

*The study was conducted to assess and compare the perceptions of Gomal University teachers regarding their teaching strategies in the light of Islamic strategies. A researcher made questionnaire was used for the purpose. The questionnaire was validated using Exploratory Factor Analysis and also through face and content validity. Items having ITC value greater than 0.3 were retained while the reliability of the questionnaire was recorded as 0.792. Skewness and Kurtosis were also used for normality of data. The population of the study consisted of 360 teachers working in different departments, institutes and faculties of Gomal University DIKhan. For the purpose of data collection, the tool was distributed among a selected sample of 189 Gomal University teachers out of which only 116 (Male=89, Female=27) responded appropriately. So, 116 respondents were considered for data analysis showing 61.37% response rate. Data was analyzed using SPSS (Version 26.0). Three hypotheses were also devised and accordingly tested. The data analysis revealed that most of the teacher's perceptions towards Islamic teaching strategies falls within high category and further no significant differences were found in the perceptions of Gomal University teachers on the basis of gender, marital status and post. On the basis of conclusions, it was recommended that Islamic teaching strategies should be implemented in due spirit in Gomal University DIKhan.*

**Keywords:** Teaching Strategies, Perceptions, Teachers, Islamic Teaching

### INTRODUCTION

Globalization causes educational institutions to encounter various challenges and demands, in which they need to play their roles in improving competitiveness and world-class quality education. Delivery of quality teaching emphasizes on coherent presentation, sequential materials, adequate opportunities for student involvement in integrated training, the use of regular and periodic measurements and constructive feedback to students (Taata, 2012).

As a developing nation, Pakistan requires individuals who can help it prosper nation through high quality education. This is not possible without the provision of good learning environments and high



quality teaching in higher education institutions. Pakistan is in dire need of improvements in both teaching environment and standards of learning; benefits which may be derived from research on teacher's approaches to teaching at universities (Trigwell and Prosser, 2004).

In Pakistan, education has always been under constant debate and this problem has been addressed over time from 1947 until now. In Pakistan, the common basis of the debate has always been the Islamic values as well as national cohesion, but sadly, both problems as much as they have been discussed, remain a problem due to the changing political pattern which has led the basic problems this far. The inability unfortunately for this country has been the policymaking which even though has been thoroughly researched, remained difficult to implement all over Pakistan. As a result of this policymaking, uniformity in education has remained a big problem (Aly, 2007). Therefore, to make the education a little more uniform, new policies were made to include many modern evolved concepts in the education of which one of the most important factor is Islam. Teaching strategies in this regards play a vital role. Keeping in view the importance of Islamic ideology in education, this study was conducted to look at the Islamic teaching approaches in the perspective of teachers of Gomal University Dikhan with regards to certain demographic variables.

### Literature Review

Teaching refers to all the processes and activities designed to impart knowledge, skills and understanding at all levels of education. Soga (2000) sees it as "a planned appointment between the teacher and the learner over a given subject matter in order to bring about learning using appropriate methods and materials in a moderately conducive venue".

The important issue in Islamic teaching is the identification of particular behavior that helps effective teaching and learning to occur. These positive behaviors that aid effective learning are referred to as teaching strategies. A teaching strategy is therefore an educational technique, method or plan of classroom actions or interactions intended to accomplish specific teaching/learning goals. These include:

- Set induction
- Establishing appropriate frame of reference or use of examples
- Planned repetition
- Stimulus variation
- Using questions effectively
- Closure (Ayua, 2017).

In Islam, the existence of Prophet Muhammad SAW as an educator is an example in the educational process. In Islamic education, the method used by the teacher should always refer to the formation of morals and noble personality on the learners in accordance with the guidance of the Qur'an and Sunnah of the Prophet Muhammad SAW. This means that in choosing and implementing educational methods, teachers should always pay attention to educational goals to be achieved (Hai, 2017). In addition, in Islamic Education, the methods used in delivering teaching materials to learners must be in accordance with the basic and sources of Islamic education, namely the Qur'an and Sunnah Rasullullah SAW. Alquran put many forward principles of Islamic teaching methods that are generally contained in the word of Allah SWT QS Al-Nahl verse 125 which means: "Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided" (QS. AN-Nahl:125). Here in this aya, best teaching strategies are directed to be adopted by educators.



Islamic Education Methods are some tools or methods used in the process of Islamic Education in an effort to shape the attitude and personality of learners based on the principles of Islamic teachings (Marimba, 1997). The method used in the educational process must also be adapted to the basic principles of Islamic teachings contained in the Qur'an and Hadith. The purpose of using an educational method is to obtain the effectiveness of the method. Effectiveness can be known from the proficiency of educators on the one hand in wearing and the emergence of interest and attention of learners on the other side in learning. Therefore, all aspects that exist in educational activities need to be developed, whether viewed from the point of learners, as well as from the educator.

#### **OBJECTIVE OF THE STUDY:**

1. To explore the perceptions of Gomal University teachers regarding teaching strategies in the light of Islamic teachings.
2. To compare the perceptions of Gomal University teachers regarding Islamic teaching strategies with regards to selected demographics.

**RESEARCH QUESTION:** What are the perceptions of teachers regarding teaching strategies in the light of Islamic teachings?

#### **HYPOTHESIS OF THE STUDY:**

H<sub>1</sub>: A gender based significant difference exists in the perceptions of Gomal University teachers regarding Teaching Strategies in the light of Islamic teachings.

H<sub>2</sub>: A marital status based significant difference exists in the in the perceptions of Gomal University teachers regarding Teaching Strategies in the light of Islamic teachings.

H<sub>3</sub>: A post based significant difference exists in the perceptions of Gomal University teachers regarding Teaching Strategies in the light of Islamic teachings.

#### **RESEARCH METHODOLOGY:**

This was an empirical study and mainly falls within the purview of survey research design. The study consisted of 360 teachers working in different departments, institutes and faculties of Gomal University DIKhan. In order to calculate sample size, Yamane (1967) formula was used which yield 189 as sample size.

$$\text{Sample Size} = \frac{N}{1+N(e^2)} = \frac{360}{1+360(.0025)} = \frac{360}{1+0.9} = \frac{360}{1.9} = 189 \text{ (Male=167, Female=22).}$$

A data collection tool consisted of 10 statements was distributed among a selected sample of teachers. Standardized procedures were adopted to get validated the tool using Exploratory Factor Analysis, content and face validity. For reliability analysis, Cronbach's Alpha was used. During Factor analysis, 10 items were retained and other 07 items containing ITC values smaller than 0.3 were accordingly removed as suggested by Pallant (2013). The Cronbach's alpha value for tool was found to be 0.82 which is acceptable as proposed by Bryman & Cramer (2010).

#### **DATA COLLECTION PROCEDURE**

##### **Administration of Tool:**

For the purpose of data collection, the tool was distributed among 189 Gomal University teachers out of which only 116 (Male=89, Female=27) responded appropriately. So, 116 respondents

were considered for data analysis showing 61.37% response rate.

## ANALYSIS AND RESULTS:

### Preparation of data for analysis

Once the data is collected, it is properly prepared for analysis which follows a series of actions including data cleaning (Ramayah, 2011) and normality test through Skewness and Kurtosis (Pallant, 2010) and tests of reliability (Bryman & Cramer, 2010).

**Table 1: Data Normality and Reliability Analysis**

Data Normality Test						Test of Reliability Analysis		
Statements	N	Skewness		Kurtosis		Corrected ITC	Cronbach's Alpha if Item Deleted	Alpha
	Statistic	Statistic	Std. Error	Statistic	Std. Error			
S1	116	0.532	0.225	-0.860	0.446	.317	.766	<b>0.792</b>
S2	116	-1.387	0.225	5.798	0.446	-.136	.838	
S3	116	0.095	0.225	-1.145	0.446	.399	.747	
S4	116	0.594	0.225	-1.052	0.446	.564	.725	
S5	116	0.925	0.225	-0.097	0.446	.339	.754	
S6	116	-0.567	0.225	-1.220	0.446	.001	.893	
S7	116	0.919	0.225	-0.245	0.446	.641	.725	
S8	116	-1.470	0.225	4.802	0.446	-.138	.891	
S9	116	0.649	0.225	-0.992	0.446	.377	.847	
S10	116	1.552	0.225	1.100	0.446	.463	.740	

Tests for symmetry (Skewness) and flatness (Kurtosis) were performed for all items. Table 1 shows that both the Skewness and Kurtosis values falls within the required range of  $\pm 2$  showing the data is normal (Westfall & Henning, 2013) while the reliability of the scale was recorded as 0.792 which is acceptable to move ahead for data analysis (Bryman & Cramer, 2010).

**Table 2: Descriptive Statistics**

Demographic Variables (N=116)	Categories	N	Percentage
Gender	Male	94	81
	Female	22	19
Marital Status	Unmarried	09	92.2
	Married	107	7.8
Post	Lecturer	32	27.6
	Asstt: Professor	72	62.1

	Associate Professor	08	6.9
	Professor	04	3.4

Table 2 shows that out of 116 Gomal University teachers, there were 81% male while 19% were female teachers who took part in the study. Further, 92.2% teachers were unmarried while 7.8% teachers were married. Also 27.6% teachers were working against the post of lecturer, 62.1% as Asstt: Professor, 6.9% as Associate Professor while 3.4% teachers were working against the post of Professor. A detailed description of the demographics is shown in the figure 1.

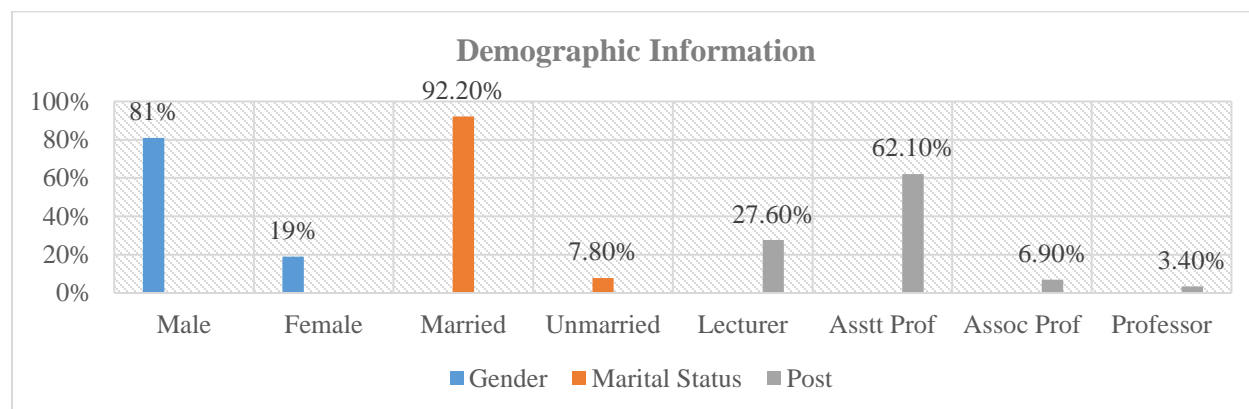


Figure 1: Showing detail of demographics.

**Table 3: Perception of Gomal University Teachers regarding teaching strategies in the light of Islamic teachings.**

	STATEMENTS	SA f(%)	A f(%)	UD f(%)	D f(%)	SD f(%)
1	Lecture method is more preferable than demonstration method for students learning.	22 19.0%	33 28.4%	38 32.8%	14 12.1%	9 7.8%
2	Teacher maintains good eye contact in lecture method.	15 12.9%	21 18.1%	16 13.8%	41 35.3%	23 19.8%
3	Teacher completes the course well in time through lecture method.	26 22.4%	34 29.3%	11 9.5%	29 25%	16 13.8%
4	Lecture method becomes a difficult task than demonstration Method.	41 35.3%	27 23.3%	12 10.3%	25 21.6%	11 9.5%
5	Teacher would help students to learn a lot in lecture method.	12 10.3%	13 11.2%	8 6.9%	24 20.7%	59 50.9%
6	Easy and simple language is used during teaching learning process.	39	33	12	25	7

		<b>33.6%</b>	28.4%	10.3%	21.6%	6%
7	Things are explained clearly through lecture method.	<b>43</b>	17	13	21	22
		<b>37.1%</b>	14.7%	11.2%	18.1%	19%
8	The content of the course is discussed in a systematic fashion.	<b>72</b>	16	4	12	12
		<b>62.1%</b>	13.8%	3.4%	10.3%	10.3%
9	Group discussion is arranged in the classroom.	<b>43</b>	17	13	21	22
		<b>37.1%</b>	14.7%	11.2%	18.1%	19%
10	Teacher uses alternate explanation while necessary.	<b>72</b>	16	4	12	12
		<b>62.1%</b>	13.8%	3.4%	10.3%	10.3%

In table 3, Item 1 shows that 32.8% teachers were undecided that lecture method is more preferable than demonstration method for students learning. Item 2 shows that 35.3% teachers were disagree that Teacher maintains good eye contact in lecture method. From Item 3, it is clear that 29.3% teachers were agree that teachers complete the course well in time through lecture method. Item 4 indicates that about 35.3% teachers were strongly agree that lecture method becomes a difficult task than demonstration method. Item 5 shows that about 50.9% teachers were strongly disagree that teacher would help students to learn a lot in lecture method. Item 6 shows that nearly 33.6% teachers were strongly agreeing that easy and simple language is used during teaching learning process. For item 7, it is clear that 37.1% university teachers were strongly agree that things are explained clearly through lecture method. Item 8 shows that 62.1% teachers were strongly agree that the content of the course is discussed in a systematic fashion. Item 10 shows that 62.1% teachers were also strongly agree that teacher uses alternate explanation while necessary. In sum, most of the teacher's perceptions towards Islamic teaching strategies falls within high category.

**Table 4: Demographic based analysis of data (Gender and Marital Status)**

	Group	N	Mean	SD	't'	df	'p'
Teaching Strategies	Male	94	2.84	0.703	1.103	114	p=0.272>.05 Not Sig
	Female	22	2.66	0.662			
	Unmarried	9	2.53	0.704	-1.263	114	P=0.209>0.05 Not Sig
	Married	107	2.83	0.694			

Table 4 shows that there was no significant difference in the mean scores of male teachers (M=2.84, SD=0.703) and female teachers (M=2.66, SD=.662) as  $t(114)=1.103$ ,  $p=0.272>\alpha=0.05$ . This means teaching strategies were not influenced by gender. The observed differences in their means can be characterized to a chance factor of sampling error. Further, the observed mean of male teachers was slightly greater than female ones showing slightly higher teaching strategies in the favour of Islamic teachings were observed in male teachers. A t-distribution curve of gender based teaching strategies is shown in figure 1.

Table 4 also shows that there was insignificant difference in the mean scores of Unmarried teachers ( $M=2.53$ ,  $SD=0.704$ ) and Married teachers ( $M=2.83$ ,  $SD=0.694$ ) as  $t(114) = -1.263$ ,  $p=0.209 > \alpha=0.05$ . This means that teaching strategies were not influenced by marital status of university teachers. The observed differences in their means can be characterized to a chance factor of sampling error. Further, the observed mean of unmarried teachers was slightly less than married ones showing slightly higher teaching strategies in the favour of Islamic teachings in married teachers. A t-distribution curve of marital status based teaching strategies is shown in Figure 2.

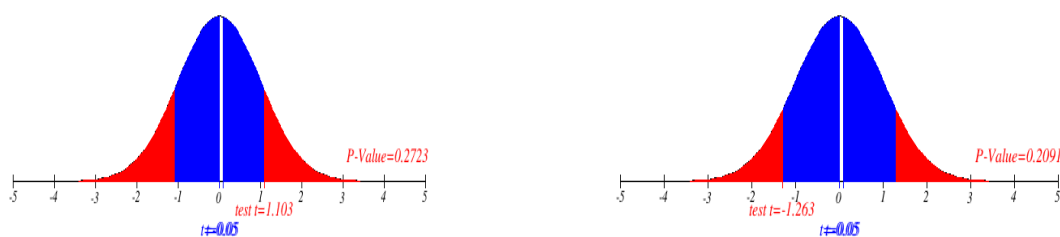


Figure 1,2: Showing t-distribution curves of university teachers based on gender and marital status respectively.

**Table 3: Table 2: Demographic based analysis of data (Post)**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.668	3	.889	2.965	.032
Within Groups	115.366	112	1.030		
Total	118.034	115			

For post,  $F=2.965$  and  $p=.032 < .05$  means that there exists significant difference in the post of university teachers on the aspect of teaching strategies. This table does not indicate which group differs from which one. So for getting the clear idea of the source of mean differences on teaching strategies, post-hoc Tukey's Test was applied.

Multiple Comparisons						
Dependent Variable: Teaching Strategies						
Tukey HSD						
(I) Post	(J) Post	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Lecturer	Asstt: Prof:	-.24873*	.09175	.035	-.4851	-.0123
	Assoc: Prof:	-.02269	.09209	.995	-.2600	.2146





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Professor	-.00064	.12191	1.000	-.3147	.3135
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\*. The mean difference is significant at the 0.05 level.

This table shows that a significant difference exists in the perceptions of teaching strategies of lecturers and Asstt: Professors in the favour of Islamic teaching strategies; however, no significant difference was existed in the perceptions of rest of teachers.

## FINDINGS AND DISCUSSIONS

1. Gomal University teachers were in the favour of Islamic teaching strategies.
2. **Test of Hypothesis H<sub>1</sub>:** The results of the study show that no significant difference exists in the teaching strategies in the light of Islamic teachings in consideration to their gender. So H<sub>1</sub> is rejected (Ref Table 2). This shows that male and female teachers were practicing same Islamic teaching strategies in Gomal University DIKhan. However, the means and SD of male and female teachers were recorded as (M=2.84, SD=0.703) and (M=2.66, SD=.662) respectively which clearly shows that male teachers were slightly more in Islamic teaching strategies than female Teachers. In Pakistani universities, there is no gender based discrimination among teachers. Both categories of teachers enjoy same benefits and responsibilities. That's why no significant difference was observed in the teaching strategies of male and female teachers. The study is in line with Shinn (1997); while some contradictory results were reported in the studies conducted by Iqbal, Saeed and Akhter (2019) in which female university teachers were practicing comprehensive teaching strategies than male ones. The possible reason may be the more humanistic and religious approach of females than male ones.
3. **Test of Hypothesis H<sub>2</sub>:** The results of the study show that no significant difference exists in the teaching strategies in the light of Islamic teachings in consideration to their marital status. So H<sub>2</sub> is rejected (Reference Table 2). This shows that married and unmarried university teachers were practicing same Islamic teaching strategies in Gomal University DIKhan. However, the means and SD of unmarried and married university teachers were recorded as (M=2.53, SD=0.704) and (M=2.83, SD=0.694) respectively which clearly shows that unmarried teachers were practising slightly higher in Islamic teaching strategies than married Teachers. In Pakistani context, married persons have diverse domestic and social responsibilities than unmarried ones. This may be the possible reason of more Islamic teaching strategies in unmarried teachers than married ones. The study is in line with Bidabadi, Isfahani, Rouhollahi, & Khalili (2016).
4. **Test of Hypothesis H<sub>3</sub>:** The results of the study further reveals that for post, F=2.965 and p=.032<.05 means that there exists significant difference in the post of university teachers on the aspect of Islamic teaching strategies. So H<sub>3</sub> is rejected (Ref Table 3). The results of the study are in line with the results reported by Iqbal, Saeed, & Akhter (2019).

## CONCLUSIONS

From the above findings, it was concluded that Gomal university teachers were in the favour of





Islamic teaching strategies while no significant difference was observed by gender and marital status in Islamic teaching strategies but a significant difference was observed on the aspect of post of university teachers.

## RECOMMENDATIONS

The entire process of teaching-learning depends upon teaching strategies. As the personality of learners based on the principles of Islamic teachings, so it is recommended that islamic teaching strategies should be implemented in due spirit in Gomal Unviersity DIKhan.

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