

# Teachers' Professional Career Development in Al-Majiri Integrated Model Schools in Sokoto State, Nigeria

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## ABSTRAK

Banyak penelitian telah menyelidiki pentingnya pengembangan karir profesional guru di berbagai sekolah konvensional di Nigeria. Namun, sedikit upaya yang dilakukan untuk meningkatkan pengembangan karir profesional guru di sekolah-sekolah Al-Majiri, meskipun pemerintah Nigeria baru-baru ini berupaya mengintegrasikan sistem tersebut ke dalam sistem utama Pendidikan Dasar Universal (UBE). Studi ini terutama bertujuan untuk menyelidiki pengembangan karir profesional guru di Sekolah Model Terpadu Al-Majiri (AIMS) di Negara Bagian Sokoto, Nigeria. Penelitian survei deskriptif digunakan. Populasi penelitian terdiri dari guru-guru AIMS. Teknik pengambilan sampel yang mudah (convenient sampling) digunakan untuk memilih 306 responden dari tiga AIMS (yaitu, Denge Shuni, Gagi, dan Wammako di Kabupaten Sokoto, Nigeria). Validitas dan reliabilitas instrumen telah ditetapkan. Kuesioner digunakan sebagai instrumen pengumpulan data. Statistik deskriptif digunakan untuk analisis data (yaitu, tabel, frekuensi, persentase, rata-rata, dan standar deviasi) yang dihitung melalui Statistical Package for Social Science (SPSS) versi 23. Hasil penelitian menunjukkan bahwa mayoritas responden memiliki persepsi positif terhadap berbagai faktor pengembangan karir profesional guru, yaitu: kepribadian guru, hubungan guru-siswa, manajemen kelas guru, keterlibatan guru dalam administrasi sekolah, pengembangan profesional, dan

profesionalisme guru karena skor rata-rata untuk setiap ukuran lebih besar dari rata-rata kriteria 2,50. Oleh karena itu, direkomendasikan agar semua pemangku kepentingan seperti pemerintah, orang tua, dan guru bekerja keras dalam meningkatkan karir guru di AIMS melalui pelatihan.

## ABSTRACT

*Overwhelmed studies have investigated the significance of teachers' professional career development in various conventional schools in Nigeria. However, little effort is made in enhancing teachers' professional career development in Al-Majiri schools in spite of recent efforts of the Nigerian government in integrating the system into mainstream system of Universal Basic Education (UBE). This study primarily aims at investigating teachers' professional career development in Al-Majiri Integrated Model Schools (AIMS) in Sokoto State, Nigeria. Descriptive survey research was used. The population of the study comprised of teachers of AIMS. Convenient sampling technique was employed to select 306 respondents from three AIMS (i.e., Denge Shuni, Gagi and Wammako Local Government Areas of Sokoto State, Nigeria). Validity and reliability of the instrument were established. Questionnaire was used as instrument for data collection. Descriptive statistics was used for data analysis (i.e., Tables, frequencies, percentages, means and standard deviations) were computed via Statistical Package for Social Science (SPSS) version 23. The findings demonstrated that, the majority of the respondents have positive perceptions on various factors of teachers' professional career development namely: teachers' personality, teacher-student relations, teachers' classroom management, teachers' involvement in school administration, developing professionally and teachers' professionalism because the average mean score for each measure is more than the criterion mean of 2.50. It is therefore recommended that, all the stakeholders such as government, parents, teachers should work assiduously in improving career of teachers of AIMS through training.*

## 1. INTRODUCTION

Teachers' personality is primarily significant in determining their productivity in AIMS. Indeed, as for teachers to demonstrate professionalism in their career, ability to influence learners is very important. Teacher-student relations is another important in fostering teachers' professional career. It centrally evolves based on thrust of developing Islamic personality in learners as literature expounds (Taiwo, 2014). In so doing, Islamic moral values should be harmonized alongside with good qualities promoted by the Nigerian cultures. In addition, demonstration of Islamic character and values by both the learners should be the ultimate concern of Islamic teachers (Oladosu, 2012; Omeni, 2015; Taiwo, 2014). Thus, commitment of teachers of preparing the learners towards addressing the ills of the society is fundamentally paramount. The task of Islamic teachers goes beyond mere transmission of knowledge.

Developing teachers professionally is an integral part of teacher education programme is a central focus in the country as contains in [National Policy on Education \(2013\)](#). As a result of paramount significance of National Policy on Education, it is noted in the existing body of knowledge such as (Brown & Ferrill, 2009) that academic pursuance should be redirected towards professional development of in-service and pre-service teachers. This is also required with respect to professional development of in-service and pre-service Islamic Studies teachers in the context of AIMS. However, it can be inferred that, there has not been adequate funds for organizing seminars and workshops in order to improve professional career development of teachers in AIMS. Also, literature contends that, as part of professional development process, Islamic studies teachers are expected to be members of professional organizations such as National Association of Teachers of Arabic and Islamic Studies (NATAIS) whose primary task is to improve professionalism of their members through seminars and conferences.

Teachers' professionalism, as the demand for review of contents of other subjects grow, the demand for expertise or professionalism in teacher education programme is also being advocated for as part of instructional design and assessment using interdisciplinary approach (Brehm et al., 2006). More reiteratively, (Creasy, 2015) contends that:

Teacher preparation programs across the country emphasize three vital elements in their programs. Those elements are preparing aspiring educators to possess and demonstrate the knowledge, skills and dispositions needed to be an effective instructor. Content knowledge is certainly necessary to provide learners with accurate information to be learned and later applied in life situations. Skills, in this listing, refer to the pedagogy of teaching. The methods of instruction that peak a student's interest and make the learning meaningful and memorable (p.23).

Thus, the aforementioned quotation is also important for Islamic teachers because the subject should be taught accurately to reflect and fulfil the demands of the society and the labour market. This is so because, according to a report by the U.S. [Department of Education \(2000\)](#), it was asserted that there is lack of systematic approaches to professional development by schools. With the foregoing assertion, Islamic schools are of no exception. The study by [Ahmad & Muhinat \(2020\)](#) affirm that the use information and communication technology (ICT) can foster professionalism in teacher training programmed. It is essential to elucidate on career professionalism among Islamic teachers in Sokoto State as one of the northern states that the government attempts to integrate the system of *Al-Majiri* system in the country.

The prime purpose of this study is to empirically investigate perception of teachers of AIMS on their professional career development (teachers' personality, teacher-student relations, teachers' classroom management, teachers' involvement in school administration, developing professionally and teachers' professionalism) in order improve the teaching career

of Islamic studies teachers in Sokoto State as to comply with the professionalization of their career in the contemporary period. This paper therefore seeks to answer this research question thus: “What are the perceptions of Islamic Studies Teachers on various factors of their professional career development in selected AIMS in Sokoto State, Nigeria?”

## 2. METHOD

Descriptive Survey research design was employed in this study. Using this is easier in collecting data from sample of 306 randomly and conveniently selected from population of teachers working in three *Al-Majiri* Integrated Model Schools in Sokoto State Namely: Denge Shunni; Gagi and Wammako Local Government Areas. Self-developed questionnaire using existing studies on professional career development was used an instrument for data collection among the respondents. Both validity and reliability of the instrument were considered. Specifically content validity of instrument was carried out through the views of experts and necessary revisions and modifications were included in the item statements of the questionnaire. Also, reliability of the instrument was established by reporting Cronbach’s Alpha for the internal consistency of the instrument as shown in Table 1.

Table 1: Factors, Items and Report of Cronbach’s Alpha

S/N	Factors	Items	Report of Cronbach’s Alpha
1.	Teachers’ personality	6	.846
2.	Teacher-student relations	6	.690
3.	Teachers’ classroom management	6	.635
4.	Teachers’ involvement in school administration	6	.693
5.	Developing professionally	6	.747
6.	Teachers’ professionalism	6	.914
<b>Total=</b>		<b>36</b>	

Based on the above Table, there are total number of six factors explored while six items were used on each of the factors. A-4 Likert scale was used in the questionnaire which were: (1=Strongly Disagree (SD); 2=Disagree (D); 3=Agree (A) and 4=Strongly Agree (SA). Literature posits that any value obtained that is greater than .6 is considered good (George & Mallery, 1999).

## 3. RESULTS AND DISCUSSION

### Results

This part presents the results of the study which were subdivided into two major parts namely: Demographic information of respondents and findings of the study based on different parts contained in the instrument in order to answer research questions one and two. The perception of teachers regarding their professional characteristics were explored in this study in order to respond to the holistic personality development of learners through the professionalism of teachers as a response to the 21<sup>st</sup> Century teaching and learning in Nigerian religious schools. The data obtained showed that the majority of the respondents were males (224 or 73%) while 82 (27%) were females. This indicated that, male teachers outnumbered female teachers in AIMS which was a further demonstration of widening the gap of gender disparity which should be addressed with an emphasis on girl child education.

Regarding the level of teaching at *Al-Majiri* Integrated Model Schools (AIMS), the majority of the respondents (218 or 71%) were teaching at secondary level (*Thanawiyah*) while 88 or 29% were teaching primary level (*Ibtidai*) at AIMS.

Onwards, with respect to the years of teaching experience by the respondents, the majority of the selected sample (142 or 46%) responded that they had 11 to 15 years of teaching experiences at AIMS; 89 or 29% had 6 to 10 years of teaching experiences; 61 or 20% had 16 years and above and just only 14 (5%) had 1 to 5 years of teaching experiences at AIMS. Pertaining to the sampled schools, the majority of the respondents (184 or 60%) were from Denge Shuni area; 102 (33%) were from Gagi area and just only 20 (7%) were from Wammako area of the State. In not shell, based on the foregoing demographic backgrounds of the respondents, it could be said that they were appropriate to respond to the instrument of this research in investigating Islamic teachers' professionalism in selected *Al-Majiri* Integrated Model Schools (AIMS) in Sokoto State, Nigeria.

**Research Question One (1):** What are the perceptions of Islamic Studies Teachers on their professional career development in selected AIMS in Sokoto State, Nigeria?

Based on the data output obtained from the analysis frequencies, percentages, means and standard deviations were used in order to answer research question one. Indeed, there six factors of physiognomies of their professional career development. First, concerning teachers' personality, it was demonstrated by the majority of the respondents (212 or 69%) who strongly agreed that they always handle their academic and non-academic activities in a balanced emotional state while 94 (31%) disagreed with the statement ( $M=3.42$ ;  $SD= 1.46$ ). The majority (244 or 66%) agreed to have self-motivation in discharging their responsibilities while just only 62 (20%) disagreed with the assertion. Furthermore, the whole sample (246 or 80%) strongly affirmed that, they were aware that students regarded them as their roles because of their flexible social interactions with them while a few numbers had contrary opinion with the statement ( $M=3.42$ ;  $STD =1.46$ ). In addition, 224 (73%) of the sampled respondents perceived that, they used to show receptiveness in the school environment and a number of respondents (271 or 88%) claimed that they tend to show empathy for the feelings of their learners while 35 (12%) disagreed. Also, a total number of 247 (81%) of the respondents were of the opinion that, they tend to partake in initiating ideas in order to improve the knowledge of the learners ( $M=3.60$ ;  $STD =1.30$ ). The average mean scores of 2.98 is greater than criterion mean score of 2.50. This implies that, the personality of teachers at selected *Al-Majiri* Integrated Model Schools (AIMS) in Sokoto State is perceived to be tremendously relevant with their professional development. Table 2 shows teachers' perceptions on their personality

Table 2: Teachers' Perceptions on their Personality

S/N	Items	Strongly Agree & Agree	Strongly Disagree & Disagree	Mean	Standard Deviation
1.	I always handle things in a stably balanced emotional state.	69.3% (212)	30.7% (94)	3.42	1.46
2.	I used to have self-motivation in discharging my responsibilities.	79.8% (244)	20.2% (62)	3.67	1.29
3.	I am aware that my students take me as their role model because of my flexible interaction with them.	80.3% (246)	19.7% (60)	3.75	1.28
4.	I always show receptiveness in school environment.	73.2% (224)	26.8% (82)	3.48	1.26

5.	I used to have empathy for the students' feeling in the school.	87.6% (271)	12.4% (35)	3.78	1.05
6.	I used to take initiative in a flexible way in order to improve knowledge of the learners.	80.7% (247)	19.3% (59)	3.60	1.30
<b>Aggregate Mean Score=</b>		<b><u>470.9</u></b>	<b><u>129.1</u></b>	<b><u>17.92</u></b>	<b><u>7.64</u></b>
<b>Total Number of Items=</b>		<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
<b>Average Mean Score=</b>		<b>78.48</b>	<b>21.51</b>	<b>2.98</b>	<b>1.27</b>

Second, teacher-student relation is an integral part of characteristics of professional development of teachers that was explored in this study. The majority of the respondents (238 or 78%) demonstrated that they always hold their students' responsible for their behaviours and 68 (22%) disagreed with the opinion. Nonetheless, 231 (76%) said that they used to show fairness to them in their interaction in order to have sense of accomplishment at the end of the term while a few numbers (75 or 25%) disagreed with the statement ( $M=3.35$ ;  $STD=1.24$ ). In addition, the whole sampled respondents (261 or 85%) perceived that they used to promote self-discipline among the students especially by making them feel that they are important while just 45 (15%) disagreed with the assertion. In spite of cultivating self-discipline among students. However, the majority (283 or 89%) said that used to set high standard in their rapport with the students while only 23 (11%) disagreed with the statement ( $M=3.86$ ;  $STD=1.08$ ). It is noteworthy to say that, 266 (87%) viewed that they used to be cognizance of students' needs in teaching their subjects and 203 (66%) of the respondents used to show love to their students in order to promote self-concept in them ( $M=2.96$ ;  $STD=1.32$ ). The average mean score obtained based on the data was 3.51 which is greater than criterion mean score of 2.50. This inferably means that, there was positive teacher-student relation which was an indication that there was an improvement in professional development of teachers of AIMS as compared to traditional system of Islamic schools in predominant Muslim communities like Sokoto in particular and Nigeria in general. Table 3 shows perceptions on teacher-student relations.

Table 3: Perceptions on Teacher-Student Relations

S/N	Items	Strongly Agree & Agree	Strongly Disagree & Disagree	Mean	Standard Deviation
1.	I always hold my students' responsible for their behaviours.	77.8% (238)	22.2% (68)	3.36	1.17
2.	I used to show fairness to them in our interaction in order to have sense of accomplishment at the end of the term.	75.5% (231)	24.5% (75)	3.35	1.24
3.	I used to ensure that I promote self-discipline in students by making them feel that they are important.	85.3% (261)	14.7% (45)	3.66	1.19
4.	I used to set high standard in my rapport with the students.	89.3% (283)	10.7% (23)	3.86	1.08
5.	I used to be cognizance of individual students' needs in teaching my subject.	86.9% (266)	13.1% (40)	3.88	1.18
6.		66.4% (203)	33.6% (103)	2.96	1.32

I used to show love to my students in order to promote self-concept in them.

<b>Aggregate Mean Score=</b>	<b><u>481.2</u></b>	<b><u>118.8</u></b>	<b><u>21.07</u></b>	<b><u>7.18</u></b>
<b>Total Number of Items=</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>6</b>
<b>Average Mean Score=</b>	<b>80.2</b>	<b>19.8</b>	<b>3.51</b>	<b>1.19</b>

Third, classroom management by the teachers is part of characteristics of professional development investigated in this study. Notably, 197 (61%) of the respondents strongly agreed that they always make themselves intellectually stimulating by making their teaching interesting to students but a reasonable number of respondents (109 or 39%) disagreed with the statement (M=3.36; STD =1.17). Onwards, 226 (74%) of the whole sample strongly agreed that, they used to acquaint themselves with techniques of teaching their subjects while 80 (26%) had contrary view. Further, a total number of 242 (70%) of respondents said that they tend to encourage students' discussion in their class through an orderliness they created for learning while only 64 (30%) disagreed with the opinion (M=3.50; STD =1.19). The sampled respondents (294 or 96%) agreed that they used to consider classroom discipline as an important classroom skill they used to emphasize on while just on 12 (4%) disagreed with the statement (M=3.94; STD =1.51). Onwards, 241 (79%) of the whole sample agreed that they used to utilize variety of methods in their classroom teaching in order to be able to have the control of the class while a few numbers of the respondents (65 or 21%) disagreed with the statement (M=3.58; STD =1.22). 247 (81%) of responses indicated that, teachers of AIMS have skill in diagnosing the challenges of the learners in their subject while 59 (49%) had contrary view (M=3.65; STD =1.23). The average mean score obtained based on the data was 3.49 which was greater than criterion mean score of 2.50. This inferably means that, there was an improvement in classroom management towards enhancing professional development of teachers of AIMS. Table 4 shows perceptions on teachers' classroom management.

Table 4: Perceptions on Teachers' Classroom Management

S/N	Items	Strongly Agree & Agree	Strongly Disagree & Disagree	Mean	Standard Deviation
1.	I always make myself intellectually stimulating by making my teaching interesting to students.	61.1% (197)	38.9% (109)	2.99	1.32
2.	I used to acquaint myself with techniques of teaching my subject.	73.9% (226)	26.1% (80)	3.28	1.29
3.	I used to encourage students' discussion in my class through an orderliness I created for learning.	70.0% (242)	30.0% (64)	3.50	1.19
4.	I used to consider classroom discipline as an important classroom skill I used to emphasize on.	96.1% (294)	3.9% (12)	3.94	1.51
5.	I used to use variety of methods in my classroom teaching in order to be able to have the control of the classroom.	78.8% (241)	21.2% (65)	3.58	1.22
		80.8%	19.2%		

6.	I have skill in diagnosing the challenges of the learners in my subject.	(247)	(59)	3.65	1.23
<b>Aggregate Mean Score=</b>		<b><u>461.5</u></b>	<b><u>139.3</u></b>	<b><u>20.94</u></b>	<b><u>8.95</u></b>
<b>Total Number of Items=</b>		<b><u>6</u></b>	<b><u>6</u></b>	<b><u>6</u></b>	<b><u>6</u></b>
<b>Average Mean Score=</b>		<b><u>76.91</u></b>	<b><u>23.21</u></b>	<b><u>3.49</u></b>	<b><u>1.49</u></b>

Fourth, the involvement of teachers in school management is essential because they are considered as the implementers of school programmes and activities. A total number of 260 (85%) strongly affirmed that they used to ensure that they implement the school policies based on their abilities while 46 (15%) disagreed with the assertion (M=3.71; STD =1.16). Similarly, 226 (74%) of the respondents demonstrated that they used to determine students' discipline as part of implementing school policy while 216 (71%) agreed that they used to be supportive to the school administration (M=3.20; STD =1.34). In addition, 224 (73%) respondents strongly agreed that they tried to show rapport with the parents in order to portray the image of the school positively and just only 82 (27%) disagreed with the opinion (M=3.34; STD =1.35). Onwards, the whole sample (254 or 83%) said that, they used to give relevant assignment to the learners after every lesson, however, just only 52 (17%) disagreed with the statement (M=2.97; STD =1.30). Also, 193 (6%) of the respondents posited that they used to improve their decision-making ability through their involvement in school activities while 113 (37%) disagreed with the statement (M=2.97; STD =1.30). The average mean score obtained based on the data was 3.33 which was greater than criterion mean score of 2.50. This inferably means that, there was an improvement in teachers' involvement in school administration towards fostering professional development of teachers of AIMS. Table 5 shows perceptions on teachers' involvement in school administration.

Table 5: Perceptions on Teachers' Involvement in School Administration

S/N	Items	Strongly Agree & Agree	Strongly Disagree & Disagree	Mean	Standard Deviation
1.	I used to ensure that I implement the school policies based on my ability.	85.0% (260)	15.0% (46)	3.71	1.16
2.	I used to determine students' discipline as part of implementing school policy.	73.8% (226)	26.2% (80)	3.21	1.24
3.	I used to be supportive to the school administration.	70.6% (216)	29.4% (90)	3.20	1.34
4.	I used to show rapport with the parents in order to portray the image of the school positive.	73.2% (224)	26.8% (82)	3.34	1.35
5.	I used to give relevant assignment to learners after every lesson.	83.0% (254)	17.0% (52)	3.58	1.17
6.	I used to improve my decision-making ability through my involvement in school activities.	63.0% (193)	37.0% (113)	2.97	1.30
<b>Aggregate Mean Score=</b>		<b><u>448.6</u></b>	<b><u>151.4</u></b>	<b><u>20.01</u></b>	<b><u>7.56</u></b>
<b>Total Number of Items=</b>		<b><u>6</u></b>	<b><u>6</u></b>	<b><u>6</u></b>	<b><u>6</u></b>
<b>Average Mean Score=</b>		<b><u>74.76</u></b>	<b><u>25.23</u></b>	<b><u>3.33</u></b>	<b><u>1.26</u></b>

Fifth, developing teachers professionally was also investigated in this research. There are several programmes and activities such as seminar, school professional development and many others that can develop teachers professionally. The majority of the respondents (160 or 52%) disagreed that they used to participate in seminars or workshops to improving their teaching skills but 146 (48%) agreed with the statement (M=2.46; STD =1.35). Nonetheless, a total number 182 (60%) of the respondents agreed that they used to actively attend school professional development programmes in their schools but 124 (41%) had contrary view (M=2.84; STD =1.32). Onwards, 216 (71%) of the whole sample responded that they were registered members of professional organization in their areas of discipline while a few numbers 90 or 29%) disagreed with the statement. Further, the sampled respondents (241 or 79%) affirmed that they always integrate information from professional publications into their daily classroom instruction while just only 65 (21%) disagreed with the assertion (M=3.58; STD =1.22). Similarly, 247 (81%) of the respondents strongly agreed that they used to seek assistance from other professional educational organizations in order to improving their teaching while 65 (21%) of the respondents disagreed with the statement. Also, 197 (61%) teachers of AIMS agreed that they always improve their personal cultural orientation in order to improve their interactions with people from other cultural backgrounds while 109 (39%) disagreed with the assertion (M=2.99; STD =1.32). The average mean score obtained based on the data was 3.11 which was greater than criterion mean score of 2.50. This inferably means that, there was an improvement in teachers' developing professionally towards fostering professional development of teachers of AIMS. Table 6 shows the perceptions on teachers' developing professionally.

Table 6: Perceptions on Teachers' Developing Professionally

S/N	Items	Strongly Agree & Agree	Strongly Disagree & Disagree	Mean	Standard Deviation
1.	I used to participate in seminars or workshops to improving my teaching skills.	47.8% (146)	52.2% (160)	2.46	1.35
2.	I used to actively attend school professional development programmes in my schools.	59.5% (182)	40.5% (124)	2.84	1.32
3.	I am registered member of professional organization in my area of discipline.	70.6% (216)	29.4% (90)	3.20	1.34
4.	I always integrate information from professional publications into my daily classroom instruction.	78.8% (241)	21.2% (65)	3.58	1.22
5.	I used to seek assistance from other professional educational organizations in order to improving my teaching.	80.7% (247)	19.3% (59)	3.60	1.30
6.	I always improve my personal cultural orientation in order to improve my interactions with people from other cultural backgrounds.	61.1% (197)	38.9% (109)	2.99	1.32
<b>Aggregate Mean Score=</b>		<b><u>398.5</u></b>	<b><u>201.5</u></b>	<b><u>18.67</u></b>	<b><u>7.85</u></b>

<b>Total Number of Items=</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
<b>Average Mean Score=</b>	<b>66.41</b>	<b>33.58</b>	<b>3.11</b>	<b>1.30</b>

Six, it is essential to stress that, demonstration of professionalism by teachers is an important aspect in attaining efficiency and effectiveness of the overall activities of the schools. The majority of the respondents (238 or 78%) strongly agreed that they always update themselves in knowledge of subject matter of their area while only 68 (22%) disagreed with the statement (M=3.36; STD =1.17). In addition, the sampled respondents 203 (66%) strongly agreed that they always demonstrate willingness to take risks in discharging their professional responsibilities while 103 (33%) (M=2.98; STD =1.32). Similarly, 226 (74%) respondents said that they always show dedication to teaching of subject while 80 (26%) disagreed with the statement (M=3.21; STD =1.24). Also, the whole sample 294 (96%) perceived that they used to carry out my duties in an efficient way while just only (12) (M=3.94; STD =1.51). Onwards, the respondents (203 or 66%) strongly affirmed that, they used to consider the students' shared personal confidentialities as part of my professional responsibility while 103 (34%) disagreed with the statement. A total number of 212 (69%) of the respondents affirmed that used to consistently implement their lesson plan judiciously while 94 (31%) disagreed with the assertion (M=3.42; STD =1.46). The average mean score obtained based on the data was 3.30 which was greater than criterion mean score of 2.50. This inferably means that, there was an improvement in teachers' professionalism in AIMS. Table 7 shows perceptions on teachers' professionalism.

Table 7: Perceptions on Teachers' Professionalism

S/N	Items	Strongly Agree & Agree	Strongly Disagree & Disagree	Mean	Standard Deviation
1.	I always update myself in knowledge of subject matter of my area.	77.8% (238)	22.2% (68)	3.36	1.17
2.	I always demonstrate willingness to take risks in discharging my professional responsibilities.	66.4% (203)	33.6% (103)	2.96	1.32
3.	I always show dedication to teaching of subject.	73.8% (226)	26.2% (80)	3.21	1.24
4.	I used to carry out my duties in an efficient way.	96.1% (294)	3.9% (12)	3.94	1.51
5.	I used to consider student's shared personal confidentiality as part of my professional responsibility.	66.4% (203)	33.6% (103)	2.96	1.32
6.	I used to consistently implement my lesson plan judiciously.	69.3% (212)	30.7% (94)	3.42	1.46
<b>Aggregate Mean Score=</b>		<b><u>449.8</u></b>	<b><u>150.2</u></b>	<b><u>19.8</u></b>	<b><u>8.02</u></b>
<b>Total Number of Items=</b>		<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
<b>Average Mean Score=</b>		<b>74.96</b>	<b>25.03</b>	<b>3.30</b>	<b>1.33</b>

## Discussion of Findings

The findings of this study showed that the teachers perceived that their personalities are an important factor in their professional development. The data output has substantially confirmed the collected data for the study. Hence, emotional balance, self-motivation, flexible interaction, receptiveness, empathy and innovative ideas are essentially related with the teachers' personalities. This finding is in agreement with a number previous studies that considered personalities of teachers as vital aspect of the professional career development (Brown & Ferrill, 2009; Creasy, 2015). In addition, the teacher further perceived positively that teacher-student relations are an important aspect of physiognomies in fostering their professional career development in AIMS. This has been buttressed by previous that, making learners responsible, showing fairness, activating sense of accomplishment, promoting self-discipline, cognizance of students' needs and showing love to the students are important elements of teacher-student relations (Lubis et al., 2010).

Furthermore, most novice teachers may not be able to manage their classrooms adequately and efficiently. However, with the years of teaching experiences in AIMS, the teachers perceived positively that they were acquainted with skills of classroom management. The intellectual stimulation, techniques of teaching, class orderliness, discipline, variety of teaching methods and diagnosing learners' challenges are integral part of classroom management. This finding has further confirmed the findings of earlier studies that considered classroom management as part for essential element in showing professionalism by the teachers with an emphasis on effective strategies and techniques of teaching (Ashaari et al., 2012; Brehm et al., 2006; Lubis et al., 2010). Literature contends that teachers are the prime implementers of school programmes and activities and the use multimedia can enhance the performance of the learners. It is noteworthy to say that, the finding of this study further acknowledges that, the involvement of teachers in the administration of AIMS especially in implementing policy and portraying the image of the school positively has been further immensely affirmed. Nonetheless, other studies such as (Lubis et al., 2010) agitated that, there is lack of sufficient techniques and teaching materials in teaching Islamic subjects. There is a need for provision of teaching materials for effective classroom management which is also relevant to the scenario of AIMS.

In an attempt to develop teachers professionally, a number of studies have emphatically stressed on the need to use seminars and workshops for professional development of teachers (Brehm et al., 2006). However, this study is contrary to previous studies because most of the teachers of AIMS perceived that both seminars and workshops have not been adequately funded to enhance their professional career development. Nonetheless, in-house professional development programmers, participation in relevant professional organizations, accessibility to up-to-date professional publications and intercultural relations with colleagues can foster teachers' activities professionally. The teachers of AIMS perceived that improvement of professionalism in teachers are determined by mastering of subject matter, risk taking, dedication, efficiency, maintenance of students' personal confidentiality and efficient implementation of lesson plan which is further in consonance with previous studies on teachers' professionalism (Brehm et al., 2006; Brown & Ferrill, 2009).

## Implications for Policy and Practice

Policy Formulation for Continuous Professional Development (CPD): There is a critical need for government and relevant educational authorities to formulate and implement policies that institutionalize mandatory, periodic CPD programs tailored to the unique pedagogical needs of Al-Majiri Integrated Model Schools. This will ensure teachers are regularly updated on contemporary instructional methods that integrate both Islamic and Western curricula.

1. Incentivization and Career Progression Structures: Policies should be introduced that provide clear career progression pathways for teachers in Al-Majiri schools, including promotion based on performance, qualifications, and CPD engagement. This will boost motivation and retention of skilled educators.
2. Specialized Teacher Training Programs: Teacher education institutions and colleges of education should design and deliver specialized programs that prepare teachers specifically for integrated models such as the Al-Majiri system. This includes training on Islamic pedagogy, culturally relevant teaching methods, and inclusive education strategies.
3. Collaborative Practice Models: Schools should be encouraged to adopt collaborative models of professional learning such as peer mentoring, professional learning communities (PLCs), and teacher clusters. These informal professional development strategies can help build teaching capacity sustainably, especially in rural or under-resourced areas.
4. Integration of Local and Religious Leaders in Teacher Development: Given the religious and cultural sensitivities surrounding the Al-Majiri system, it is crucial that policies support the inclusion of Islamic scholars and local leaders in the planning and execution of teacher development programs. This ensures cultural relevance and increases community ownership of educational reforms.
5. Monitoring and Evaluation Mechanisms: Robust mechanisms should be developed for tracking teacher performance, monitoring professional growth, and evaluating the impact of CPD on instructional quality. Data-driven evaluation will support informed decision-making and resource allocation.
6. Budgetary Allocation and Resource Provision: The success of any professional development initiative depends on adequate funding. Therefore, state and federal governments must allocate specific budget lines for the training, mentoring, and support of teachers within Al-Majiri Integrated Schools.
7. Policy Alignment with Universal Basic Education (UBE): Teachers' career development policies in Al-Majiri schools must align with the broader goals of the UBE programme, ensuring that all children, regardless of background, receive quality education from qualified and competent teachers.
8. Gender-Sensitive Approaches in Teacher Development: In areas where cultural and religious norms may affect female participation, policies should promote gender-sensitive recruitment and training of teachers, ensuring equal professional development opportunities for male and female educators.
9. Partnership with Development Agencies and NGOs: Government agencies should partner with NGOs, international bodies, and donor agencies to support teacher training initiatives in Al-Majiri schools, particularly in the areas of resource provision, curriculum integration, and digital literacy.

By implementing these policy and practice recommendations, the professional capacity of teachers in Al-Majiri Integrated Model Schools in Sokoto State can be significantly enhanced, resulting in improved learning outcomes and a more inclusive, culturally sensitive, and effective educational system.

#### 4. CONCLUSION

The study elucidated on the practice of *Al-Majiri* Integrated Model Schools (AIMS) with specific focus on physiognomies in enhancing teachers' professional career development. The AIMS has departed from traditional *Al-Majiri madrasah* system predominant in the

northern part of Nigeria because it has been integrated into mainstream conventional subjects. Based on the foregoing presentation of data analysis obtained from the sampled respondents, it was demonstrated that there was positive perception by the teachers towards enhancing their professional career development in *Al-Majiri* Integrated Model Schools (AIMS). In spite of the outputs of the study, there is need for improvement of the system for better practice in AIMS. It is demonstrated that, the paper explicates that, the AIMS has departed from traditional Al-Majiri system in the northern part of Nigeria with an emphasis on teachers' professionalism. It is therefore recommended that:

1. The government and its agencies such as Universal Basic Education (UBE) should provide all sense of support such as funds in order to further improve professional career development of teachers of AIMS for better practice.
2. The parents should support the system of AIMS in order to develop the personality of their wards holistically as the system promotes integration of knowledge.
3. Teachers should work assiduously in improving their career through training, workshops, seminars and conferences in order to constantly enhance their code of ethics and professionalism.
4. The State government through Ministry of Religious Affairs should establish a professional body through which professional career development of the teachers can be improved.

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