



Management of Muslim Schools in Nigeria

BY

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Presentation Outline

- ▶ **Objectives of the Presentation**
- ▶ **Conceptual Issues**
- ▶ **Types of Muslim Schools in Nigeria:
By ownership, operation and Class**
- ▶ **Key Stakeholders of Muslim Schools
in Nigeria**
- ▶ **Challenges of Muslim Schools**
- ▶ **Recommendations and Conclusion**

Objectives of the Presentation

- ▶ **To Discuss Types of ownership and their implications**
- ▶ **To Identify Key stakeholders of Muslims Schools in Nigeria**
- ▶ **To Identify and discuss Challenges facing Muslim Schools**
- ▶ **To Recommend Possible solutions to the challenges**

Conceptual Issues

- ▶ **Islamic versus Muslim School**
- ▶ **Education**
- ▶ **Management**
- ▶ **Stakeholder**

Islamic versus Muslim School

- ▶ **All Islamic Schools are Muslim Schools but Not All Muslim Schools are Islamic Schools. In both Muslim and Islamic schools the focus is to provide enabling environment for Muslim Children to learn their religion in an organized school environment alongside with conventional subjects. However, an Islamic school is run fundamentally as ibadah by the owners and workers while a Muslim school is run as a normal business for profit motive.**

What is Islamic Education ?

- ▶ **In Islam education is conceptualized as:**
- ▶ **recognition and acknowledgement, progressively instilled into man, of the proper places of things in the order of creation, such that it leads to the recognition and acknowledgement of the proper place of God in the order of being and existence. *Prof. Syed Muhammad Naquib al-Attas***

Management

- ▶ **Management is the function of executives that involves coordinating of efforts of people to accomplish set goals and objectives using available resources effectively and efficiently. Management involves:**
- ▶ **Planning**
- ▶ **Organising**
- ▶ **Staffing**
- ▶ **Leading**
- ▶ **Controlling**

Management Continues

- ▶ **Planning is the process of**
- ▶ **It is the first and foremost activity to achieve desired results.**
- ▶ **It Involves two key steps:**
- ▶ **Goal Setting**
- ▶ **Determination of resources to achieve the goals**

Management Continues

- ▶ **Organising is the process of**
- ▶ **Dividing work into departments.**
- ▶ **Assignment of tasks,**
- ▶ **Grouping of tasks into departments**
Assignment of authority with
adequate responsibility
- ▶ **Allocation of resources across the**
organization to achieve common goals

Management Continues

- ▶ **Staffing Involves:**
- ▶ **Finding the right employee with appropriate qualifications or experience**
- ▶ **and recruiting them to fill Vacant positions**

Management Continues

- ▶ **Leadership has to do with ability to influence other to achieve a desired goal.**
- ▶ **It requires five qualities: Intelligence**
- ▶ **Trustworthiness**
- ▶ **Humaneness**
- ▶ **Courage**
- ▶ **and discipline**

Management Continues

- ▶ **However,**
- ▶ **Reliance on intelligence alone results in rebelliousness and Exercise of humaneness alone results in weakness.**

Management Continues

- ▶ **Dependence on trust results in folly While Reliance on the strength of courage results in violence.**

Management Continues

- ▶ **Excessive discipline and sternness in command result in cruelty.**
- ▶ **When one has all five the virtues together in appropriate proportion, then one can be a leader.**

Management Continues

- ▶ **Control helps to check errors in order to take corrective actions.**
- ▶ **This is done to minimize deviation from standards**
- ▶ **and ensure that the stated goals of the organization are achieved in a desired manner.**

Stakeholder

- ▶ **First defined as a member of groups without whose support the organisation would cease to exist. 1963 Stanford Research Institute.**
- ▶ **But Later refined as any group or individual who can affect or is affected by the achievement of an organization's objectives. (Freeman, 1984).**

Types of Muslim Schools in Nigeria: By ownership

- ▶ **Society Based Schools like Ansar Deen Schools**
- ▶ **Group Schools owned by friends like CTY international Group of Schools**
- ▶ **Sole Proprietor School like Toyibat Nursery and Primary Schools**

Types of Muslim Schools in Nigeria: By Operation

- ▶ **Day and Boarding School**
- ▶ **Day School**

Types of Muslim Schools in Nigeria: By Class

- ▶ **Upper Class**
- ▶ **Upper Middle Class**
- ▶ **Middle Class**
- ▶ **Lower Class**

Key Stakeholders of a Muslim School

- ▶ **Government and Its Agents**
- ▶ **Investors or Owners**
- ▶ **Parents and their Association**
- ▶ **Staff**
- ▶ **Islamic Financial Institutions**
- ▶ **Association of Model Islamic Schools (AMIS)**

Key Stakeholders of a Muslim School

- ▶ **Government and Its Agents**
- ▶ **National Association of Proprietors of Private Schools (NAPPS)**
- ▶ **Other Muslim Schools**
- ▶ **Islamic Financial Institutions**
- ▶ **Pupils**
- ▶ **Host Community**

Challenges of Muslim Schools

- ▶ **Unfavourable Government Policies**
- ▶ **Ownership Structure**
- ▶ **Finance**
- ▶ **Staffing**
- ▶ **Quran Teachers**
- ▶ **And Muslim Parents**

IMPLICATIONS OF OWNERSHIP STRUCTURE

- ▶ **Most of the pioneer schools that are owned grew at very fast rate but**

IMPLICATIONS OF OWNERSHIP STRUCTURE

- ▶ **They faced and may still face strong succession plan is usually a big problem..**

IMPLICATIONS OF OWNERSHIP STRUCTURE

- ▶ **Most of the pioneer
Muslim schools are either
dead or on the verge of
collapse..**

IMPLICATIONS OF OWNERSHIP STRUCTURE

- ▶ **Those owned by group of friends are progressing but not without internal issues.**

IMPLICATIONS OF OWNERSHIP STRUCTURE

- ▶ **Over time the original single idea that brought members to form the school often wane due to socio economic influences on individual members**

IMPLICATIONS OF OWNERSHIP STRUCTURE

- ▶ **Societal Schools are guided by the beliefs of the societies not necessarily Pristine Islamic principles**

IMPLICATIONS OF OWNERSHIP STRUCTURE

- ▶ **Society Based Muslims schools have advantage of wider based patronage from members of the association. Decisions take longer time.**

Recommendations and Conclusion

- ▶ **Muslim Schools should work as team by empowering AMIS**
- ▶ **AMIS in turn should effectively represent Muslim Schools in all fronts. Including government and financial institutions**

Recommendations and

Conclusion

- ▶ **AMIS should set up quality monitoring group to set standards and monitor compliance by members.**
- ▶ **AMIS should organize capacity building for management and staff of members schools**

Recommendations and Conclusion

- ▶ **AMIS Should set up an examination body for certification of staff for Muslims Schools**
- ▶ **AMIS should establish Quran Memorization Centres for capacity building.**
- ▶ **Muslim schools run as sole proprietorship should have a long term plan to bring in people of similar orientation as sustainability plan.**

APPRECIATION

▶ THANK YOU