

# Impact of Activity-Based Methods in Islamic Studies among Secondary School Students in Borno State

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## ABSTRACT

This study examined the Effect of Activity-Based Teaching Method in Islamic Studies Performance Among Secondary School Students in Maiduguri, Borno State. Quasi experimental design was employed for the study. Stratified sampling technique was used to select two (2) Schools within Maiduguri metropolis. One intact class was used each from the two schools one as experimental group, while the other as control group and a total of one hundred and one (101) Senior Secondary School Two (SS II) were selected for the study. Two research objectives were raised which were translated to two research questions and two null hypotheses. The instrument used for data collection is Islamic Studies Achievement Test (ISAT) The content of the instrument were made up of twenty (20) standardized WAEC/NECO questions. The two null hypotheses were tested using T-test statistic at 0.05 level of significance. The results indicated that all the null hypotheses were rejected. While the two research questions were answered using descriptive statistics. It was recommended that Islamic studies teachers should henceforth revert to using child-centered methods such as Activity-Based method instead of teacher-centered methods.

**Keywords:** Method of Teaching, Islamic Studies, Activity-Based.

## I. INTRODUCTION

Teaching is defined as the process that facilitates learning. Therefore, teaching and learning are opposite sides of the same coin, for a lesson is not taught until it has been learned (Abifarin, 2012). That explains the rationale behind joining the two words whenever a reference for one

arises. Since teaching is not an end in itself, but a means for achieving an end, a lot of factors are involved in making teaching/learning more effective to which choosing good and appropriate technique of teaching is a key. It is true that successful learning depends on various factors that are not all teacher-related, but the methods and techniques that a teacher uses continue to play an important role in student learning thereby improving their academic performance and achievement (Makinde, 2012).

On a general note; Mangal and Mangal (2013) see teaching as a “triadic relationship and tripolar process involving the sources of teaching (human or material), student and a set of activities designed and manipulated primarily to bring changes in the behavior of the student”. Learning being a partner in progress to teaching may be regarded as a process of bringing some relatively enduring changes in the behavior of the learners through experience and training. They concluded that teaching and learning are both regarded to carry on an intimate relationship on account of their serving the same goal, i.e. bringing the desired modification in the behavior of the learners.

According to Makinde (2012), for many decades, the search for better teaching methods and techniques to provide the best learning has been the goal of educators. It has been described that a best scheme of education becomes a bad scheme if the teachers handling it are bad; even so a bad scheme can, in practice, be made a good one, if the teachers are good (Rahman, Khalil, Jumani, Ajmal, Malik & Sharif (2011). This is perceived so because it is the teachers who select the strategy according to the needs of students. Choosing specific teaching methods by Islamic Studies teachers that best

achieves course objectives is one of the most important decisions a teacher faces. Knowing what methods are available and what objectives each method is best suited for, help teachers make this decision more easily. Most teachers of Islamic Studies are perceived to be underutilizing this choice thereby leading to consistent poor performance in Islamic Studies. The high rate of failure in Islamic Studies in secondary schools shows that teaching and learning in this subject has been teacher centered instead of students centered. Educators are seeking for alternative ways to teach Islamic Studies so as to change the situation. The main focus of this study therefore, is to examine the extent to which teaching method is related to students' performance in Islamic Studies, since there is a perceived lack of the necessary professional (not academic) qualification (that is skills, techniques, strategies, temperament etc.) required by Islamic Studies teachers to communicate concepts, ideas, principles etc. in a way that would facilitate effective learning.

Thus, successful teaching in Islamic Studies does not depend only on the teacher's mastery of the subject matter but also the teaching method employed. Since choosing good and relevant teaching method among other factors play a significant role in enhancing performance, this study is an attempt to find out which method of instruction better facilitate learning of Islamic

Studies in secondary schools by beaming its search light on activity-based method of teaching Islamic Studies in secondary schools.

## II. METHODOLOGY

The research design used for this study was Quasi-experimental design. The design according to Olayiwola (2007) allows randomization and also provides some degree of control for possible extraneous variables that might pose a threat to the internal and external validity or both. Where true experimental design is not feasible as is the case in this regard, quasi-experimental designs are frequently used. It can be approached in two ways. The first is the pre-and posttest design approach to a quasi-experimental design. Here, the researcher assigns intact groups the experimental and control treatments, administers a pretest to both groups, conducts experimental treatment activities with the experimental group only, and then administers a posttest to assess the differences between the two groups. A variation of this approach (which is the second approach to quasi-experimental research design) and similar to the true experiment, uses only a post test in the design (Creswell, 2014). This research therefore explores the second approach; which is the 'posttest only' quasi-experimental design. The design follows the format below:

Posttest-Only Design

	Time	
Select Control Group	No Treatment	Posttest
Select Experimental Group	Experimental Treatment	Posttest

**Source:** Culled from Creswell (2014).

In addition, the design involved the manipulation of independent variables (activity-based teaching method), control of extraneous variables, the use of control and treatment groups and the measure of dependent variable (students' academic performance). In this study therefore, two intact classes (one as control and one as experimental) were selected from the sampled schools. The experimental group (SSII A) was taught Islamic Studies using activity-based method

while the control group (SSII B) was taught with conventional method (no treatment). Both the control and experimental groups were taught for two weeks by their Islamic Studies teachers, after which Islamic Studies Achievement Test (posttest) was administered to all the groups. The results of the experimental group and control group were then compared to see if there is any effect made by the introduction of the new teaching method on students' performance.

### III. INSTRUMENT OF DATA COLLECTION

In order to generate a relevant and reliable data for this study, Islamic Studies Achievement Test (ISAT) served as the instrument which was primarily meant to find out the level of students' knowledge (performance/achievement). The instrument contained twenty (20) objective questions selected from WAEC and NECO past examinations from the years (2019 to 2021), with four options and only one correct answer. It was also based on the contents of Islamic Studies meant for SS II level of secondary school curriculum. Each question carried three marks making a total of sixty marks. The instrument was administered after the two weeks of introducing the treatment (the teaching method). The results (performance/achievement) in the post test is recorded by the research assistants and submitted to the researcher for further analysis.

### IV. SAMPLE AND SAMPLING TECHNIQUE

Stratified sampling technique was used for this study. A stratified sampling is means of obtaining a sample by dividing the population units into non-overlapping groups or categories (called strata). One simple reason for stratifying rather than taking a simple random sample is to ensure that the different groups (e.g. high, average and low achievers) of which a population is composed are represented in the sample. The school already divided its students into six strata (classes), two (SS II D and SSII E) for sciences while three (SSII A, SSII B and SSII C) for art. Out of the students in art classes that offer Islamic Studies as a subject, only two strata (i.e. SSII A and SSII B) were sampled for the study. The sampled classes (strata) and their corresponding number of students in presented in the table below:

**Table 1: Sampled strata in the school and number of students in each stratum.**

STRATUM	NUMBER OF STUDENTS IN THE CLUSTER
SSII A (School 1)	53
SSII B (School 2)	48
<b>Total</b>	<b>101</b>

Source: Field work, 2022.

### V. DATA PRESENTATION AND ANALYSIS

Independent t-test statistic was used to test the two null hypotheses. All null hypotheses were tested at an alpha level of 0.05 ( $P = 0.05$ ) in order to either accept or reject the hypotheses. According to Frank (2005) since the t-test statistic is a non-parametric tool and does not require assumptions, it is therefore imperative in testing the null hypotheses. The t-test as a parametric test can be used to test obtained results which are expressed in means, difference between means, variance,

correlated coefficient (Kerlinger, 1979). The test can be used for two independent samples and correlated sample. It is usually used where two independent samples are involved, two means are involved and variable must have an interval scale of measurement. It can be used for both small and large samples (Emaiku, 2006).

**Research Questions one: Is there any mean difference between the performance in Islamic Studies of students taught with activity-based method and other methods in Secondary Schools?**

**Table 2: Descriptive Statistics on the Performance of Students in Experimental group 1 and Control group**

Teaching Methods	N	Mean	Std. Deviation
Conventional	53	27.6000	8.20679
Activity-based	48	40.6133	13.57650

Source: Field work, 2022

Table 2 presents the data on students' performance between those taught using activity-based method (experimental group 1) and those taught with conventional method (control group). The results indicate that those taught with activity-based method performed better as indicated by a mean of 40.6133 (SD=13.57650) than those taught

with conventional method whose mean is 27.6000 (SD=8.20679). This answered research question one and it was concluded that there is a difference in the performance of students taught with activity-based and those taught with conventional method in the study of Islamic Studies in secondary schools.

**Research Question Two: How does the activity-based method of teaching affect students**

**learning of Islamic Studies in secondary schools than other methods?**

**Table 3: Descriptive Statistics on the Performance of Students in Experimental group and Control group.**

Teaching Methods	N	Mean	Std. Deviation
Conventional	53	21.3043	7.92669
Activity-Based	48	32.8406	11.26502

Source: Field work, 2022.

The above table displays the data on students' performance between those taught using activity-based method (experimental group) and those taught using conventional method (control group). Table 2 shows that those taught using activity-based method of teaching performed higher by a mean of 32.8406 and a standard deviation of 11.26502 than those taught using conventional method with a mean of 21.3043 and a standard deviation of 7.92669. This answered research question two by clearly indicating that activity-based method of teaching has more impact on students' performance. It was therefore concluded that there is a difference in the performance of students taught with activity-based

method and those taught with conventional methods in the study of Islamic Studies in secondary schools.

## VI. HYPOTHESES TESTING

**H<sub>01</sub>: There is no significant relationship between the mean score of students who were taught Islamic Studies using activity-based method and conventional methods.**

This hypothesis was tested by subjecting the performance scores of students taught with activity-based method and those taught with conventional method to a t-test analysis and the results were presented in Table 4.

**Table 4: T-test Analysis of the Academic Performance of students in Experimental group and Control group.**

Teaching Methods	N	Mean	SD	Df	t.cal	t.crit	Sig (p)	Decision
Conventional	53	27.6000	8.20679	148	9.99	1.96	0.000	H <sub>01</sub> rejected
Activity-based	48	40.6133	13.57650					

Source: Field Work, 2022.

The t-test statistic above (table 4) shows that significant difference exist in the academic performance of students' taught Islamic Studies using activity-based teaching method and those taught using conventional teaching method. This is because the calculated p-value of 0.000 is lower than the 0.05 level of significance used for the study. The calculated t-value of 9.99 is also higher than the 1.96 critical t-value at df 148. The calculated mean academic performance of the students' scores were 40.6133 and 27.6000 by the students' taught using activity-based and conventional teaching methods respectively. The students taught Islamic Studies using activity-based teaching method has significantly higher academic performance scores than those taught using

conventional teaching method. Therefore, the null hypothesis which states that there is no significant relationship in the academic performance of students' taught Islamic Studies with activity-based teaching method and those taught using conventional teaching method is hereby rejected.

**H<sub>02</sub>: There is no significant difference between the mean score of students who were taught Islamic Studies using activity-based method and conventional methods.**

This hypothesis was also tested by subjecting the performance scores of students taught with activity-based method and those taught with conventional teaching method to a t-test analysis and were presented in table 5.

**Table 5: T-test Analysis of the Academic Performance of students in Experimental group 2 and Control group.**

Teaching Methods	N	Mean	SD	Df	t.cal	t.crit	Sig (p)	Decision
Conventional	53	21.3043	7.92669	136	10.189	1.96	0.000	H <sub>0</sub> 2 rejected
Activity-Based	48	32.8406	11.26502					

Source: Field work, 2022.

From table 5 above the t-test statistics revealed that t-calculated (10.189) is greater than the t-critical (1.96) at 0.05 level of significance. In addition, the t-value of 0.000 is less than the 0.05 level of significance at degree of freedom of 136. The null hypothesis two (2) which states that; there is no significant difference between the mean score of students' taught Islamic Studies using activity-based method and conventional methods is therefore rejected. This means that students taught with activity-based teaching method perform better than those taught with conventional method of teaching.

## VII. DISCUSSION OF FINDINGS

The findings of research question 1 and hypothesis 1 revealed that the instructional method selected for the research i.e. activity-based has significant main effect on students' achievement in economics. Table 2 shows significant difference between the mean achievement scores of students taught with activity-based method as compared to those taught with conventional method. The difference is in favour of the activity-based method of teaching. The method is advantageous because students may not truly understand a concept until they have manipulated it for themselves (Whetten & Clark, 1996). The result agreed with the finding of Archibong (1997) who conducted a study on the relativeness of activity-based approach and lecture method on the cognitive achievement of integrated science students in Edo State, and discovered that students taught with activity-based method performed better than those taught with lecture method. Also studies carried out by Cook and Hazelwood, (2002), Sarason and Banbury, (2004), Hackathorn, et al. (2011) is in agreement with this study. Their findings stated that in-class activities would increase scores on both comprehension and application level test items. The method was also researched and found significantly important in enhancing students' performance by Eimear, Stephen, and Terry, (2013).

In all, the findings are in line with what Ezeugwu (2007) stated that teacher's instructional method can greatly influence students achievement of acquisition of skills. The study indicates a positive relationship between teaching methods and students' performance. Several studies were conducted on assessing the impacts of teaching methods and students' performance. All the studies indicated relative superiority of student centered methods of teaching to teacher centered methods such as lecture-cum demonstration methods (conventional methods). The various student centered methods studied by various researchers include; discussion method (Abdu-raheem, 2011 & FazalurJaddi, Nabi, Muhammad, Samina, & Muhammad 2011), Activity-based Approach (Eimear, Stephen, & Terry, 2013), Inquiry Based Method (Ifeanyi-Uche, & Ejabukwa, 2013), Guided Discovery (Olufunmilayo, 2010, Salihu, 2015, & Unogu, 2015).

Incidentally, in all these previous studies, none is specifically conducted on Islamic Studies as a subject. Therefore, this study is a deliberate effort to fill this missing gap. In addition, little or no information was found regarding this topic being conducted in the study area either at the tertiary or secondary school levels of education. Thus in this regard, the study is a departure from the previous studies conducted by others in their respective disciplines.

## VIII. CONCLUSION

This study is a technical knockout to conventional methods which are yielding less impact on students' academic achievement/performance. It is therefore evidently concluded that teachers of Islamic Studies should choose Activity-Based Methods of teaching whenever they intend to choose methods of teaching that yields more results. This is because this study found them to be worthy methods of teaching. It was concluded in this study that the method tested; activity-based method has the potency to improve the students' achievement in

Islamic Studies and other related subjects. It is better than the conventional lecture methods currently used by most teachers to teach Islamic Studies in secondary schools.

#### IX. 8.RECOMMENDATIONS

1. On the basis of the findings, it was recommended that teachers should change from conventional lecture method to activity-based methods to teach Islamic Studies in secondary schools.
2. The school principals/proprietors should give necessary support and encourage their teachers to adopt learner-centered methods like the activity-method of teaching.
3. Government and relevant agencies should also organize on-the-job training, workshops, seminars symposia and conferences for the teachers of Islamic studies and other related subjects in secondary schools to update their knowledge on the application of this method to teaching.

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