

Exploring Activity-Based Teaching Strategy on Academic Performance of Islamic Studies Students in Senior Secondary Schools in Katsina Local Government Area

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Abstract

The study investigated the difference in academic performance of Islamic studies students taught using activity-based teaching strategy and those taught using traditional method of teaching in senior secondary schools in Katsina metropolis. One objective and one corresponding research question as well as one hypothesis were formulated to guide the researcher. A quasi experimental pre-test, post-test design was used for the study. The study sampled 118 out of a total population of 12,169 Senior Secondary school 2 (SS II) Islamic studies students from two randomly selected senior secondary schools. The study subjects in the experimental group were taught a variety of concepts that were designed to enhance cognitive and intellectual abilities, the group was also exposed to concepts designed to promote psychomotor skills acquisition. This group was taught through the use of activity-based teaching strategy. The control group was taught the same content using the traditional method for a period of six weeks. Two instruments were developed for data collection. "Islamic Studies Performance Test" (ISPT) which was designed to measure cognitive and intellectual aspect of learning and the "Observation Rating Scale" (ORS) which was designed to measure and evaluate psychomotor skills acquisition. t-test for independent samples was used to test the hypothesis raised in the study using SPSS package at 0.05 level of significance. The finding of the study revealed that the use of activity-based teaching strategy was found to be more effective in enhancing students' mastery of Islamic studies topics at senior secondary schools than the use of teacher-centred traditional methodology. Based on this finding, it was recommended that the teacher should employ the use of activity-based teaching strategy in enhancing mastery of Islamic studies topics amongst students in our senior secondary schools.

Keywords: Activity-based strategy; Islamic studies; Traditional method.

Introduction

Over the years, much attention has been paid to the teacher-centered methodology in teaching/learning Islamic studies. The teaching of Islamic studies in senior secondary schools has witnessed tremendous challenges over the years. The teaching method commonly adopted by teachers in teaching the subjects is the traditional and conventional lecture method. The use of this method entails a one-way flow of communication from the teacher to students. It constitutes a teacher-centred or teacher-dominated approach. Most of the talking is carried out by the teacher while students remain as passive listeners taking down notes (Nworgu 2012). Aniodoh (2014) criticizes the use of lecture methods as a negation of teaching as it does not give room for effective and meaningful learning but only enhances intellectual passively and weariness among learners.

Thus, in spite of the status of Islamic studies as a popular subject in senior secondary school level of education, students' achievements at senior secondary schools (SSCE) in Islamic studies continues to be persistently poor (Nasiru, 2015; Ayemi 2014). The West African Examination Council Chief Examiner's Reports for about ten (10) years (2009 to 2018) revealed that students' academic achievement in Islamic studies is still poor. These reports, according to a press release by Katsina State Ministry of Education (MOE, 2017), endorsed that students' poor performance in Islamic studies was due to inadequate exposure of these learners to relevant skills and poor teaching methods that are learned-centred, that could also enhance positive curriculum delivery in the interest of students. Research studies also confirmed that teaching of Islamic studies in Nigerian secondary schools generally fall short of the standard expected of it (Okebukola, 2014). The future of any course of study begins at the senior secondary level of education,

particularly when considered in terms of the number of credit passes registered by students in any course of study at the West African Examination Council (WAEC) or the National Examination Council (NECO).

Researchers have observed that Islamic studies mastery is still very poor among students due to some of the factors which include lack of interest for the study, lack of curiosity and commitment to study, overloaded Islamic studies curriculum, lack of variety of instructional materials, insufficient number of Islamic studies teachers, inadequate facilities, non-existence of trained Islamic studies teachers, lack of administrative support from the principals that are not Islamic studies inclined, lack of fund and some other issues. Teaching and learning is done in a hurry to meet the examination deadline without recognizing the level of mastery among the learners. The instructional strategies commonly used in Nigerian educational system encourage rote learning rather than meaningful learning. (Qasim, 2016; Ben Yunus, 2008; FGN, 2014)

In particular, the mastery of Islamic studies curriculum in senior secondary schools in Katsina has been mystified as a difficult aspect of Islamic religion. (Agboola, 2012) The students in senior secondary schools shun Islamic studies as an Islamic religion subject all the time, the development has led to diminishing number of students offering the subject when compared to the number of students that enrol for other subject at the WAEC level in Katsina state. This situation may not favour the understanding of the prophet (SAW) teaching towards the conduct of good deeds.

Statement of the Problem

The instructional strategies commonly used in Nigerian educational system was and is still traditional method which encourage rote learning rather than meaningful learning.

The foregoing thought have engaged and worried the mind of the researcher into entertaining a number of speculations which bear on the following; could the poor academic mastery in Islamic studies amongst students be that the teachers handling the teaching of the subject lack proper methodology in the conduct of effective curriculum delivery? Could it be that the teachers lack adequate mastery of the knowledge and epistemology of Islamic studies required for teaching the subject effectively? Could it be that students find it difficult to read, understand and master each part of Islamic studies taught to them? Could it be that there prevails an acute lack and scarcity of instructional materials and resources which teacher could explore and employ to achieve classroom effectiveness in Islamic studies? Could the problem be attributed to the view that the Islamic studies curriculum is very bulky in terms of its scope?

The above circumstances have led the researcher into thinking about the need to explore pedagogical procedures that could bring about a change and improve the academic mastery scenario amongst students in Islamic studies in our senior secondary schools in Katsina metropolis Thus, this research study is tailored at exploring the assets in activity-based method as a teaching strategy for enhancing students' mastery of Islamic studies topics at senior secondary schools in Katsina metropolis.

Objective of the Study

The study is set to determine the impact of activity-based teaching strategy and the traditional method on students' academic performance of Islamic studies topics among senior secondary schools in Katsina metropolis.

Research Question

This research is designed to address; what is the difference in academic performance of Islamic studies topics between students taught using activity-based teaching strategy and those taught using traditional method of teaching in senior secondary schools in Katsina metropolis.

Research Hypothesis

HO₁: There is no significant difference in the academic performance of Islamic studies topics between students taught using activity-based teaching strategy and those taught using traditional method in senior secondary schools in Katsina metropolis.

Methodology

This study employed a quasi-experimental design, using pre-test, post-test experimental and control group design at (0.05) level of significance. At the beginning, a pre-test was administered to determine the entry behaviour of the students. After this, the experimental group was exposed to the treatment. That is, they were taught using activity-based teaching method. The control group was taught the same concepts using the traditional method. The teaching at both experimental and control group was conducted by the researcher for six weeks' period. Post-tests were administered at the end of the treatment.

Population

Within Katsina metropolis there are thirteen public Senior Secondary Schools as displayed on table below. The population of this study comprises all the public Senior Secondary year II students in Katsina metropolis owned by the state Government. The study has a population of twelve thousand one hundred and sixty-nine (12,169) SS II Islamic Studies students

Table 1: Population of the study

S/N	Schools	Male	Female	Total
1	Government Pilot Secondary School Kofar Sauri	385	350	735
2	Government Collage Katsina	814	456	1270
3	Katsina Collage Katsina	508	690	1198
4	Government Senior Secondary school Kofar Yandaka	966	1135	2101
5	Government Senior Secondary school Kambarawa	450	335	785
6	Sir. Usman Nagogo Collage of Arabic and Islamic Studies	1020	111	1131
7	Dikko Collage Katsina	450	-	450
8	Government Collage Katsina Day-Wing	1182	745	1927
9	Government Senior Secondary school Kofar Kaura	661	592	1253
10	Government Senior Secondary school Dutsin-Safe	201	120	321
11	Government Girls Senior Secondary School Katsina	-	789	789
12	Family support Senior Secondary School Katsina	101	70	171
13	Government Senior Secondary School for Blind	28	10	38
TOTAL		6766	5403	12169

Source: Ministry of Education (2018), Katsina State

Sample and Sampling Technique

The researcher used simple random sampling to select two secondary schools through balloting for the study, random sampling was also used to select two intact classes from the schools as experimental and control groups.

Table 2: Sampled School

S/N	School	Experimental	Control	Total
1	GDSS K/kaura	60	-	60
2	GSSS Kamarawa	-	58	58
	Total	60	58	118

Instrumentation

Since the research involves mastery of topics, hence it emphasizes both cognitive (intellectual abilities) and psychomotor (skill acquisition) areas. Therefore, two instruments were developed to collect data. The first Instrument developed was “Islamic Studies Performance Test (ISPT) which was used to measure cognitive aspect of learning. While the second Instrument used was “Observation Rating Scale” (ORS) to evaluate the psychomotor skills as suggested by NTI (2012).

Research Findings**Table 3:** t-test Analysis of Students’ Academic performance of Experimental and Control Groups in Cognitive Domain

Grouping	N	Mean	Std	Df	t-value	p-value	Decision
Experimental	60	39.1667	3.21631	116	16.340	.000	Significant
Control	58	28.6724	3.74816				

Table 3 shows that ($t = 16.340$, $p = 0.000$) since the p-value of .000 is less than the alpha value (0.05). Therefore, this shows that, there is significance difference in the academic performance of Islamic studies between the Experimental and Control groups in favor of experimental group with reference to mastery of knowledge in the cognitive domain. Consequently, the researcher therefore decided to adopt the alternate hypothesis.

Table 4: t-test Analysis of Students’ Academic performance of Experimental and Control Groups in Psychomotor Domain

Grouping	N	Mean	Std	Df	t-value	p-value	Decision
Experimental	60	41.6000	2.37358	116	22.610	.000	Significant
Control	58	30.9483	2.73651				

Table 4 shows that t –value is 22.610 and p-value is .000, Since the p-value of .000 is less than the alpha value (0.05), therefore, this shows that, there is significance difference in the academic performance of Islamic studies between the Experimental and Control groups in favor of experimental group in acquisition of skills in the psychomotor domain.

Discussion

In general, the results of this study cognitively, it shows that experimental group has a mean of 39.1667 with standard deviation of 3.21631 while control group has a mean of 28.6724 with standard deviation of 3.74816. This shows a mean difference of 10.49. This also reveals that Islamic studies students taught using activity-based strategy performed better than their lecture group counterpart cognitively.

It also indicated that, experimental group on psychomotor skills acquisition has a mean of 41.6000 with standard deviation of 2.37358 while control group on psychomotor skills acquisition has a mean of 30.9483 with standard deviation of 2.73651. This shows a mean difference of 10.65. This also reveals that Islamic studies students taught using activity-based strategy performed better than their lecture group counterpart in psychomotor skills.

Analysis of the result obtained indicated difference in the academic performance of experimental and control groups, the hypothesis indicated that t-value in the cognitive domain computed is 16.340 and in psychomotor domain the t-value is 22.610, p-value of .000 is observed at degree of freedom of 116 in the domains. Since the critical p-value of .000 is less than the alpha value of 0.05, which further revealed that significance difference existed in the academic mastery of senior secondary school Islamic studies students exposed to activity-based teaching strategy and those exposed to lecture method.

The difference was found to be in favor of experimental group. The finding is in agreement with previous studies such as Azuka (2013), Priyona (2017), Deepa (2014) and Palmer, Hagal (2015). Azuka's (2013) finding shows that students who were exposed to activity-based strategy performed better mastery than those who were not. According to Priyona (2017) teachers should make students to be actively involved through various activities to develop the three domains of learning (cognitive, affective, and psychomotor).

Conclusions

The study investigated the difference in academic performance of Islamic studies taught using activity-based teaching strategy and those taught using traditional method of teaching in senior secondary schools in Katsina metropolis. From the findings of the study which were based on statistical analysis of data collected and presented. The study revealed that the use of activity-based teaching strategy was found to be more effective in enhancing students' mastery of Islamic studies concepts in senior secondary schools than the use of teacher-centred methodology. This can be seen from the higher scores registered by students exposed to activity-based teaching strategy.

Recommendations

Based on the findings, the study recommended that:

1. The use of activity-based teaching strategy in teaching Islamic studies in school should be encouraged as it enhances students' academic achievement and mastery.
2. Since the achievement of students improved by the use of activity-based teaching strategy, the curriculum organization of Nigeria (CON) should emphasize stake holders in the education industries such as Federal Ministry of Education, State Ministries of Education, NERDC through workshops and seminars to teachers on how to use activity-based teaching strategy in teaching Islamic studies.

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