
Effect of Instructional Materials on Achievement of Senior Secondary Schools Students in Islamic Studies in Kaduna State, Nigeria

By

Gambo Zakari

Curriculum and Instruction Department

Federal College of Education, Zaria

Email: asmauzakari70@gmail.com

ABSTRACT

The impact of improvisation of instructional materials in teaching and learning of Islamic studies depends to a large extent on the usage and application of such materials for a positive outcome. Consequently, the study investigated the effects of improvised instructional materials on the academic performance of senior secondary school students in Islamic studies in Kaduna state. The objective of the study was to compare the academic performance of Islamic studies students taught with improvised instructional materials and those taught without improvised instructional materials. One (1) research question and one (1) null hypothesis were formulated to serve as a guide for the study. A sample of one hundred and sixty eight (168) SS II students are randomly selected from the target population and were assigned to experimental group I and II and control I and II. The experimental groups were exposed to treatment package with improvise instructional materials. The instrument used for the data collection was Islamic studies performance test (ISPT). One null hypothesis was tested at $P < 0.05$ level of significance using means, standard deviation and t-test. The finding from the studies shows that students taught Islamic studies with the use of improvised instructional materials have higher mean performance than those taught with conventional method. The value is 1, 654, while significance (P) is 0.000 ($P < 0.005$). The null hypothesis is hereby rejected. In view of the above, the major finding revealed that the use of instructional materials in teaching Islamic studies has been considered effective in enhancing student's performance. Thus, it is recommended that Islamic studies teachers should acquaint themselves through workshops on how to effectively design and use improvise instructional materials in teaching and learning of Islamic studies.

INTRODUCTION

The influence of improvised instructional materials in promoting students academic performance and teaching/learning in Islamic studies is indisputable. An ideal classroom situation demands Islamic studies teachers to teach the tenets and fundamentals of the religion to be able to produce individuals that are morally and spiritually upright as Islamic studies curriculum demands, life in the classroom reflects the basic requirement to good education, good education needs adequate equipments

and teaching resources. Problems in our schools today arise due to many factors one of which is lack of instructional materials, in the absence of the real materials, improvisation takes its place. The use of improvised instructional materials helps to sustain the attention of the students throughout the duration of the lesson. Eshiet (1996) sees improvisation as the sourcing, deploying, selection of relevant instructional elements in the absence or shortage of accredited teaching elements for meaningful realization of education goal.

Improvised instructional materials in Islamic studies enables for cheaper and faster method for both the teacher and the learners. This is because learners learn best when the subject matter is brought practically to their senses. since the more senses are stimulated, the more a person learns and retains, hence arouse students interest and enthusiasm and impress pictures and image vividly in the minds and memory of the students.

Thus utilization of improvised instructional materials will enable greatest success in achieving the goal and objectives of teaching and learning of Islamic studies by guiding the teacher in setting clear achievable goal. Raskoyi (1983). Observed that most serious defects in teaching and learning in secondary schools is due to inadequate instructional materials. It appears that most secondary school teachers in Kaduna state teach without instructional or improvised instructional materials and do not make effective use of them and is very common to both trained and untrained teachers.

Some teachers particularly, the newly employed ones, because of their insufficient knowledge on improvisation could not improve where necessary, consequently the message may be ineffectively delivered leading to poor motivation, learning with all kinds of misconceptions, rote learning and poor skill development. It is the researcher opinion that every teacher should realize the importance of the use of instructional materials to make the message clear. Also, the researchers concern about the inadequate supply of instructional materials and non –effective use of instructional materials. More so, it appears that memorization of fact in teaching/ learning of Islamic studies have replaced the practical and demonstration method due to non availability and utilization of instructional materials.

The use of instructional materials has been researched to be effective in teaching/learning of Islamic studies hence; most teachers do not want to improvise because they are not adequately equip with the skills of improvisation. Teachers also think constructing of instructional materials is difficult, time consuming and cost of money. However, many factors make the call for instructional materials expedient such as poor funding of education sector, inadequate equipments in educational institutions. Ogunlaye (2000) added that where there were little resources they are not usually in good conditions.

Lack of provision and utilization of improvised materials by Islamic studies teachers could be part of the reason for poor performance of senior secondary school

in Islamic studies. More so, studies in the area on the effects of the use of instructional materials in improving students performance in Islamic studies are relatively scanty consequently, the study seeks to investigate the effects of the use of improvise instructional materials on the performance of Islamic studies students in Kaduna State, Nigeria.

Objective of the Study

This research is designed to determine the effect of instructional material on academic achievement of students in Islamic studies.

Research Question

The research provided answer to the following question:

1. What is the effect of instructional materials on academic achievement of students in Islamic studies in Kaduna State?

Research Hypothesis

To answer the question raised above, the following null hypothesis is formulated.

H₀₁: There is no significant difference between the academic achievement of students taught Islamic studies using instructional materials and those taught without instructional materials.

MATERIALS AND METHODS

The research design was a quasi experimental design involving pre-test and post-test was carried out to some senior secondary schools in Zaria metropolis of Kaduna state/Nigeria. The choice of this design was based on the view of Slavin, (2007), an empirical study used to estimate the causal impact of intervention on its target population. The target population comprised of all SS II senior secondary school students offering Islamic studies in the 12 education zones of Kaduna state, Nigeria. .

Sample of the study comprised of SS II students of four schools from Zaria Education zone of Kaduna state consisting of 168 students, 100 girls and 68 boys which were divided into 2 groups (experimental I & II and control I & II). Purposive sampling techniques was employed to ensure subject chosen with similar background.

A total of one hundred sixty eight (168) SS II Islamic studies students were sampled, 75 students were grouped under experimental groups while 93 under control groups, experimental groups were taught using improvised instructional materials while the control groups were taught with conventional method of teaching.

Instrument used was Islamic Studies Performance Test (ISPT) and consists of 30 multiple choice objective questions. The test was to measure students in both pre-test and post-test. Students were made to select the correct answer from five options letter A– E. The researcher adopted items developed from senior secondary school

certificate examination of NECO, West African Senior Secondary certificate examination and Kaduna state education. Resource centre i.e. in addition to the researchers designed items. Some extraneous variables such as group interaction were controlled by the presence of the researcher and the subject teacher of the school.

The items were carefully drawn to ensure that it fell within the scope of SSII syllabus and the specific area that have been selected for the purpose of the study. In addition to that, they were referred to the seasoned and experienced educationist in Islamic studies and curriculum and instruction section, Ahmadu Bello University, Zaria to ensure its correctness, clarity, appropriateness and standard for the SS II students.

The analysis of the data collected was done using appropriate tools in statistical package for social sciences (SPSS) 21st edition. Scores of the different groups were computed and used to test the hypothesis. The adopted significance level for the analysis was $P=0.05$ which formed the basis of rejecting or accepting the null hypothesis

RESULTS

The results for the study were presented according to the guiding research question and hypothesis. One research question was raised in this study and one null hypothesis was formulated and tested to provide answers to the research question. Analysis of the pre-test and post –test data collected by means of the students taught with improvised instructional materials and those taught using conventional methods (without the use of instructional materials) were used to answer the research question using the null hypothesis as a guide. Mean, Standard Deviation and t-test were used in analyzing the pre-test and post-test scores.

Research Question

1. What is the effect of instructional materials on academic achievement of students in Islamic studies in Kaduna State?

In order to answer the above research question, mean scores and standard deviation of students in experimental and control groups were calculated and presented in the following table.

Table one: Description statistic showing differences in pre-test and post – test scores of experimental and control group

Source	Group	N	Mean	SD	Std Error Mean
Pre-test score	Experimental	75	12.27	2.114	.244
Pre –test score	Control	93	15.56	2.602	.270
Post-test score	Experimental	75	22.11	2.623	.291
Post-test score	Control	93	16.17	2.539	.263

From the table above, it is seen that students taught Islamic studies without instructional materials performed better in the pre-test as they recorded the highest mean of 2.602 and standard error mean of .270 unlike those taught with improvised instructional materials which had mean score of 12.27 with standard error of .244 in the pre-test. But on the contrary in the post-test, students taught Islamic Studies with improvised instructional materials had mean score of 22.11 with a standard deviation 2.623 compared with those taught without improvised instructional materials that had the mean score of 16.17 with standard deviation of 2.539. This means that the students taught Islamic studies with improvised instructional materials performed better than those taught without improvised instructional materials

Hypothesis (H_0)

To determine the significant difference in the performance of students in pre-test and post-test using improved instructional materials and those without the use of improvised materials in order to compare and determine the group with the highest performance in the following table

Table 2: Paired sample t-test showing difference in the test scores of experimental and control group

Source	Group	Means	N	SD	Df	F	Sig (z-tailed)
Pre –test score	Experimental	21.11	75	2.62	166	-17.95	.000
Post-test score	Control	16.17	90	2.53			

From the above result, it can be deduced that students taught Islamic studies using improvised instructional materials had a better performance in their pre-test compared with the performance of those taught using improvised instructional materials. Also, the t-value in -4.32 while the significance (P) value is 0.000 ($P < 0.005$). Based on this, the null hypothesis is rejected.

Table 3: paired sample t – test showing difference in post – test scores of experimental and control group

Source	Group	Mean	N	SD	Df	T	Sig (2-tailed)
Post –test score	Experimental	22.11	75	2.62	166	-17.95	.000
Post-test score	Control	16.17	90	2.53			

The result of the above shows that students taught Islamic studies with the use of improvised instructional materials had a better performance in their post-test

compared to the performance of those taught without the use of improvised instructional materials. Also the t-value is -17.95, while the significance (P) value is 0.000 ($P < 0.005$). Based on this, the null hypothesis is hereby rejected.

DISCUSSION

With reference to the research question and null hypothesis, it was observed that significant differences exists in the performance of students taught Islamic studies with the use of improvised instructional materials as compared with those taught without improvised instructional materials. This was further confirmed by the independent sample t-test result in table 2a which shows that the difference in the post-test scores was significant. This finding support the claim by Ibrahim (2000) who said that provisions of adequate learning materials are strongly associated with students' performance.

CONCLUSION

The use of improvise instructional materials is considered effective in improving performance of students in Islamic studies in Kaduna state. This situation usually enhances learning since students tends to learn more and better when more of other sense are involved.

RECOMMENDATIONS

Based on the findings of the study the following recommendations are put forward.

1. As a result of higher performance recorded by students taught with improvised instructional materials, it is recommended that teachers are encouraged to use improvise instructional materials in teaching and learning of Islamic studies.
2. The need to develop teachers' capacity on the improvisation skills.

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