

**IMPACT OF INSTRUCTIONAL MEDIA USAGE ON ACADEMIC PERFORMANCE  
OF ISLAMIC STUDIES STUDENTS IN SENIOR SECONDARY SCHOOLS IN  
TARABA STATE, NIGERIA**

**BY**

**ADAMU BASHIR Sulaiman**

**AUGUST, 2018**

**IMPACT OF INSTUCTIONAL MEDIA USAGE ON ACADEMIC PERFORMANCE  
OF ISLAMIC STUDIES STUDENTS IN SENIOR SECONDARY SCHOOLS IN  
TARABA STATE, NIGERIA**

**BY**

**ADAMUBASHIR Sulaiman**  
**(B.Ed Islamic Studies, ABU, Zaria)**  
**P14EDFC 8081**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE  
STUDIES, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
AWARD OF A MASTER DEGREE IN EDUCATION (CURRICULUM AND  
INSTRUCTION)**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,  
FACULTY OF EDUCATION,  
AHMADU BELLO UNIVERSITY,  
ZARIA, NIGERIA**

**AUGUST, 2018**

## DECLARATION

I declare that the work in this dissertation entitled: “**Impact of Instructional Media usage on Academic Performance of Islamic Studies Students in Senior Secondary Schools in Taraba State, Nigeria**” has been carried out by me in the Department of Educational Foundations and Curriculum, under the supervision of Dr. (Mrs.) H.O. Yusuf and Dr. A. A. Dada. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation has been previously presented for another degree or diploma at this or any other institution.

---

**ADAMUBASHIR Sulaiman**

---

Date

## CERTIFICATION

This dissertation **“Impact of Instructional Media Usage on academic Performance of Islamic Studies Students in Senior Secondary Schools in Taraba State, Nigeria”** meets the regulations governing the award of master’s degree in Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contributions to knowledge and literary presentation.

---

Dr. H. O. Yusuf  
Chairman, Supervisory Committee

---

Date

---

Dr. A.A. Dada  
Member, Supervisory Committee

---

Date

---

Dr. Musa Idris Harbau  
Head of Department

---

Date

---

Prof. S. Z Abubakar  
Dean, School of Postgraduate Studies

---

Date

## **DEDICATION**

To my beloved parents, late Alhaji Adamu Lamido-Gora (BappaHamma), Usman Lamido-Gora (BappaShanu), Sulaiman Lamido-Gora (ModdiboMaigari)and AdamaDahirukurnayel (Kunka), and to my wife, HabibahAbdurRahman, and my Children, AbdurRahman, AbdulBasid and Rufaydah Bashir.

## ACKNOWLEDGEMENTS

My profound appreciation goes first to Almighty Allah for His unfailing love, mercy, kindness, blessing, guidance and protection over me for the successful completion of this programme. Without Allah's will, this research would not have been made possible.

I equally wish to express my sincere and profound gratitude to my able supervisors: prof. (Mrs.) H. O. Yusuf Head of Section (Curriculum and Instruction) and Dr. A. A. Dada, who tirelessly took their time to go through the work and made necessary corrections, despite their tight official schedules. May Almighty God reward them abundantly. My appreciation goes to the Head of Section, Dr. (Mrs.) H.O Yusuf, Prof. B. A. Maina, and all the lecturers in the Department namely: Prof. RaymondBako, Dr. AyubaGuga, Dr. A.M. Aminu, Dr. S.U El-Yaqub(wakilinMalamanZazzau), Dr. MuhammadShehuHussain, Dr. (Mrs.) W.A Ehinmidu, Dr. P.A. Matemilola, Dr. (Mrs.) Halima Audi, MalamLawanAbubakar, Dr.RuqayyaSa'ad Ahmad, Dr.Abubakar Ismail Shika,Prof. AbdullahiDalhatu, late Prof. Ben Yunus, prof A.A Ladan, and late Prof. Musa Tukur. May God reward them all with the best of His rewards. I want to appreciate my parents, late Alh. Adamu Lamido-Gora,Modibbo Sulaiman Lamido-Gora, late, Usman Lamido-Gora (Bappashanu),ShekhAliyu Lamido-Gora, AlhajiGidado Lamido-Gora and AdamaDahiruKurnayel for their love, support, prayers and for educating me. Also, my special thanks go to all of my brothers and sisters for their encouragement, support and contributions. They have, in deed shown me love and care as my sibling. May the Almighty God, in His infinite mercy, bless them and grant them paradise. My gratitude also go to HajjiyaHadizaMuazukazaure,HajjiyaBilkisu Mustapha Chiroma, Fatima Abdullahi (UmmuLamis),HajjiyaJoda Muhammad,Dr. Baba Babo, DayoYinka,DaudaJessi, Abubakar Sulaiman Lamido Gora,ZainabLawal, Dr. Emmanuel olashayeoyalami,idrisIliyasuKirim, AminuMaigari, LukmanJimoh, Mahmud Buba, YahyaAbdullahi (manager),HajjiyaJoda Muhammad, Barrister Jamilu Muhammad Auwal, AlhajiBalaBako, Hassan Abubakar, BadamasiRaji, Bello Adamu Kafi, Bello Adamu Lamido Gora, HajjiyaHassanaGarba, AminaShehu andAbdullahiAliyu (Dabai). May God Almighty richly bless them. In a like manner, I sincerely appreciate my friends,Ibrahim Yusuf Dalha, Dr. Kabiru Adamu Lamido Gora, Abas Adamu Lamido Gora, BerristerNasiru Adamu Lamido Gora,Yahaya Adamu, SaniMaikano,RabiuHaruna, Abdul Hussein Ali, BubaKafintaand others too numerous to mention. May God reward them with the best of His rewards I will not forget the encouragements I received from my entire classmates. May God Almighty continue to bless them all Ameen.

## ABSTRACT

This study investigated the impact of instructional media usage on the academic performance of Islamic studies students in senior secondary schools in Taraba state, Nigeria. Islamic Religious Studies as a subject in Nigerian Secondary Schools appears to be among the subjects that are faced with challenges in relation to the implementation of its curriculum content and delivery by teachers. Limited interest by the students, low retention of learn concept, low enrolment of students in senior secondary schools certificate examination as well as poor academic performance. The objectives of the study are to: compare the score performance of Islamic studies students taught *Sirah* (Islamic history) using projected video and those taught using the conventional method, examine the impact of audio visual usage on the score performance of both the male and female students in Islamic studies in senior secondary schools in the State, examine the pre-test and post-test score performance of Islamic studies students and, to compare the score of Islamic Studies students taught Qur'an using MP3 device with those taught using the conventional method. Research questions were answered while the four null hypotheses were tested. The population of the study is two thousand and eighty eight (2088). A total of eighty four (84) intact classes of SS II students formed the sample size of the study. The analysis of the data collected was done using both descriptive and inferential statistics where mean and standard deviation was used to answer the four research questions, while t-test independent was used to test hypotheses one and four; and t-test related was used to test hypothesis two and three. All the null hypotheses were tested at 0.05 alpha levels of significance. The instrument used was teacher made test consist of forty objective questions. Findings have revealed that there is a significant difference in the score performance of Islamic studies students taught *sirah* (Islamic history) using projected videos and those taught using conventional method. Result also shows no significant difference in the score performance of male and female students taught Islamic studies using audio visual, among others. The study concluded that the use of instructional media in teaching Islamic studies in senior secondary schools in Taraba State was very effective as it enhanced students' better performance in the test administered on them. The study hereby recommends that Government should intensify the efficiency and workability of computer laboratories in our secondary schools in the state. This will stimulate teachers in the use of different types of instructional media facilities in the teaching of Islamic studies in the classroom, and it will stimulate students' interest in the teaching learning processes among others.

## **TABLE OF CONTENTS**

	Page
COVER PAGE	I
TITLE PAGE	II
DECLARATION	III
CERTIFICATION	IV
DEDICATION	V
ACKNOWLEDGEMENTS	VI
ABSTRACT	VII
TABLE OF CONTENTS	VIII
LIST OF TABLES	XI
LIST OF APPENDIXES	XII
LIST OF FIGURES	XIII
LIST OF ABBREVIATIONS	XIV
OPERATIONAL DEFINITION OF TERMS	XV
<b>CHAPTER ONE: INTRODUCTION</b>	
CHAPTER ONE: INTRODUCTION	
1.1 Background to the Study	1
1.2 Statement of the problem	4
1.3 Objectives of the study	5
1.4 Research questions	6
1.5 Hypotheses	7
1.6 Basic Assumptions	7
1.7 Significance of the Study	8
1.8 Scope of the Study	10
<b>CHAPTER TWO REVIEW OF RELATED LITERATURE</b>	
2.1 Introductions	11
2.2 Conceptual Framework	11
2.2.1 The Concept of Islamic Studies	12
2.2.2 The Islamic Studies Curriculum	13

2.2.3	The Objectives and Scope of the Islamic Studies Curriculum	15
2.2.4	The Importance of Teaching Islamic Studies in Schools	
2.2.5	Trends and Development in the Implementation of the Islamic Studies Curriculum	18
2.2.6	The Implementation of the Islamic Studies Curriculum	24
2.2.7	Resources for Implementing Islamic Studies Curriculum	25
2.2.8	The Concept of Instructional Media	27
2.2.9	Types of Instructional Media	30
2.2.10	Role of Instructional Media in Education	41
2.2.2	Islam and Instructional Media	43
2.2.3	The Concept of Academic Performance	45
2.3 .1	Theoretical Framework	47
2.3.1.1	The Use and Gratifications Theory	47
2.3.1.2	The Cognitive Development Theory	48
2.3.1.3	The Multimedia Theory of Learning	53
2.4	Empirical Studies	55
2.5	Analytical Framework	64
2.6	Summary	68
<b>CHAPTER THREE RESEARCH METHODOLOGY</b>		
3.1	Introduction	69
3.2.1	Research Design	69
3.3	Population	70
3.4	Sample and Sampling Technique	72
3.5	Instrumentation	73
3.5.1	Validity of the Instruments	73

3.5.2	Pilot Study	74
3.5.3	Reliability of the Instrument	74
3.6	Procedures for Data Collection	74
3.6.1	Treatment Plan	75
3.7	Procedure for Data Analysis	77
CHAPTER FOUR DATA PRESENTATION, ANALYSIS AND DISCUSSIONS		
4.1	Introduction	78
4.2	Analysis of the Bio-data of Respondents	78
4.3	Descriptive Analysis	79
4.4	Testing of Hypotheses	82
4.5	Summary of Findings	86
4.6	Discussions of Findings	87
CHAPTER FIVE SUMMARY, CONCLUSION AND RECOMMENDATIONS		
5.1	Summary	90
5.2	Conclusion	91
5.3	Recommendations	91
5.4	Contributions to Knowledge	92
5.5	Suggestions for Further Studies	93
REFERENCES		94

## LIST OF TABLES

Table 1: Senior Secondary Education Curriculum Islamic Studies for S.S.S. Two: Summary of Contents	23
Table 2: Population of the Study	71
Table 3: Sample Distribution	72
Table 4: Group Classification of the Respondents	78
Table 5: Gender Classification of the Respondents	79
Table 6: Showing the scores performances of Students taught <i>Sirah</i> (Islamic history) using projected video and those taught using the conventional method	80
Table 7: Shows the scores performances of male and female Students taking Islamic studies using audio visual media	80
Table 8: Showing the score performances differences between the pre-test and Post-test performances of Islamic studies students	81
Table 9 : Showing the differences of scores performance of Islamic Studies Students taught Qur'an using MP3 device and those with Conventional method	82
Table 10: Summary of independent t-test statistics showing the scores of Students taught <i>Sirah</i> (Islamic history) using projected video and those taught using the conventional method.	83
Table 11: Summary of independent t-test statistics showing the scores of male and female students taught Islamic studies using audio visual media	84
Table 12: The t-test statistics showing the pre-test and post-test scores of students	85
Table 13: The t-test statistics showing the scores of Students taught Qur'an using MP3 device and those taught using conventional method	86

## **LIST OF APPENDICES**

<b>APPENDIX A:</b> Lesson Plans for Experimental Group for Teaching SS II Islamic Studies	99
<b>APPENDIX B:</b> Lesson Plans for Control Group for Teaching SS II Islamic Studies	117
<b>APPENDIX C:</b> SS IIIslamic Studies Performance Test:	133
<b>APPENDIX D:</b> Marking Scheme of SS IIIslamic Studies Performance Test	143
<b>APPENDIX E:</b> Training manual for Research Assistants	144

## LIST OF FIGURES

<b>Figure 1:</b> Islamic Studies as a Subject of Strategic	44
<b>Figure 2:</b> The Information Processing Model	54

## **LIST OF ABBREVIATIONS**

<b>AS</b>	AlaihisSalam
<b>CDs</b>	Compact Disc
<b>DVD</b>	Digital Video Disc
<b>ICT</b>	Information and Communication Technology
<b>NBAIS</b>	National Board of Arabic and Islamic Studies
<b>NERDC</b>	Nigerian Educational Research and Development Council
<b>NECO</b>	National Examinations Council
<b>SAW</b>	SallallahuAlaihiWasalam
<b>SWT</b>	SubhanahuWata'ala
<b>WAEC</b>	West African Examinations Council

## OPERATIONAL DEFINITION OF TERMS

<b>Academic Performance:</b>	This is the ability to study and remember facts and being able to communicate knowledge verbally or in writing.
<b>Arabic Alphabet:</b>	These are the Arabic consonants that are used to form words and sentences in Arabic Language.
<b>Dhul-Hajj:</b>	Month No. 12 in the Islamic calendar.
<b>Fiqh:</b>	Islamic Jurisprudence, covering all aspects of life
<b>Haram:</b>	Forbidden
<b>Hijri :</b>	Islamic Calendar
<b>Ibadat:</b>	Worship
<b>Multimedia:</b>	more than one media.
<b>Qur'an:</b>	The Holy Book revealed to Prophet Muhammad (PBUH) by Allah through Angel Jibril (A.S)
<b>Ramadhan:</b>	Month No. 9 in Islamic calendar. The Muslims use to fast for the whole month and the Holy Qur'an was revealed in that month.
<b>Sirah:</b>	Islamic history
<b>Sunnah:</b>	The prophetic teachings of Muhammad (PBUH) given either by words, examples or passive approvals. <i>Sunnah</i> also means the non-obligatory worship which comes in importance after the obligations, that is, recommended acts.
<b>Tarikh:</b>	Islamic history
<b>Tauheed:</b>	Islamic Theology (this is the first and foremost among the five Pillars of Islam).
<b>Ulama'a:</b>	Islamic Teachers/ Muslim scholars, the intelligent
<b>Ummah:</b>	The Muslim community

## **CHAPTER ONE INTRODUCTION**

### **1.1 Background to the Study**

Islamic Religious Studies (I.R.S.) is one of the subjects taught in Nigerian secondary schools across the country with the view of shaping and moulding people's behaviour, to acquaint Muslims believers with the knowledge of Allah (SWT) according to Qur'an and the teaching of prophet Muhammad (SAW) and how to live in harmony with one another. It is aimed at inculcating moral and spiritual virtues into the minds of the learners in order to grow up and abide by the provisions and teachings of the Islamic religion. According to Fafunwa, in Aliyu (2016), religious and moral institutions should educate, train and be regarded as fundamental to the development of sound education and accorded complete equality with secular subjects. Based on the aforementioned significance of religious studies to the development of sound education, the choice of instructional media resources in the teaching Islamic studies to students in senior secondary schools would assist in the transmission of Islamic religious values. However, teachers are accustomed to using the Conventional Methods (class teaching) that focus on contents transmission with little or no chance for the learner's participation in the processes of teaching and learning.

Mainstreaming in information and communication technological media within what is called "instructional media" is the pattern which led to infinite applications of computer technologies. The concept of this technology came into being with the appearance of sound cards, then compact disks, then came the use of digital camera, then

the video which made computer an essential educational instrument for the betterment of curriculum implementation as well as students' performance.

Njuki (2014), lamented that instructional media in all subject means anything that can assist the teacher in promoting teaching and learning. When they are given chance to learn through more senses than one, they can learn faster and easier. Instructional media technology is broad and it has an infinite usage field. It is a profound element in educational technology. Moreover, the entertainment sector is one of the sectors that have the lion's share in using this technology. Interaction is the main element in instructional media technology as most of its applications are characterized by interaction.

Gambari(2017) enumerated digital instructional media in the 21<sup>st</sup> century to include: Laptop, Palmtop, Rolltop, Ipad, Gigital Camera, Projector. Radio, Tv, MP3 Device, CD and DVD players and many others. In general, the used of instructional media is to facilitated learning or increase understanding of materials. A good instructional media can replace the spoken or written words and bring learning to life. Instructional media are vital to the teaching of any subject in the school curriculum, according to Owoeye and Olatude (2011) for technology to be exploited in an environment, it must first exist means the availability of instructional media for effective and efficient teaching and learning.

Islam is a religion in which injunctions are translated into action practical actions. Muslim students at the post-primary level of education must be taught how to practice and observe these religious activities. Thus, Muslim they should be able to memorise some chapters of the holy Qur'an (*suwars*) and understanding some of the traditions of Prophet Muhammad (SAW) (Hadith), *Tarikh*(Islamic history), *Tawhid* (Monotheism),

*Fiqh*(Jurisprudence). Students must be able to correctly observe and also know the conditions governing the five daily prayers,Zakat (Charity), Sawn (Fasting), Hajj (Pilgrimage) and other sundry acts of worship.

The National Policy on Education (NPE) (2009), in Aliyu (2015), emphasizes that Islamic Religious Studies is supposed to produce God-conscious and responsible citizen for Nigeria. Responsible citizens are considered as those who value their country, cherish their cultural values and are ready to safeguard the interest of their country. NPE(2009), in Aliyu (2015), states that one of the objectives of Islamic Religious Studies is to lay a sound basis for moral habit as well as scientific, critical and reflective thinking. This would not be achieved if suitable instruments for teaching are not properly identified and utilized. Therefore, the NPE emphasizes on the adequate choice of instructional materials for teaching by teachers so as to solve educational problems and enhance students learning NPE in Aliyu, 2015).

It is the opinion of this researcher that instructional media is one of the best educational materials to be considered when Teaching Islamic Studies to Students in Nigerian secondary schools as it addresses more than one senses simultaneously; that is, the senses of sight and hearing. Instructional media programmes provide different stimuli such as: Texts, spoken words, videos, sound and music, graphics, animations and still pictures as in their presentations (Aloraini, 2005).

Involving the students in the processes of teaching and learning, via instructional media instruments,would make teaching and learning more interesting, thereby making the classroom environment lively, arouse the interests of the learners and instilling curiosity into them throughout the teaching and learning period (Vaughan 2001). However, the use

of instructional media while teaching Islamic studies seems to be an encouraged in the study area. This might likely be among the factors bedeviling the real inculcation of moral values and attitudes through Islamic studies. It is in view of this background that this study intends to examine the impacts of instructional media usage on the performance of senior Secondary School students in Islamic Studies in Taraba State, Nigeria.

## **1.2 Statement of the problem**

Islamic Religious Studies as a subject in Nigerian Secondary Schools appears to be among the subjects that are faced with challenges in relation to the implementation of its curriculum content and delivery by teachers. A time even some of the school administrators are constituting obstacles to the effective delivery of Islamic studies curriculum their schools. Despite the fact that several innovative strategies have been adopted by the teachers in the use of hands-on, minds-on activities in teaching Islamic studies, the poor academic achievements, low retention of learned concepts as well as limited interest by the students persist. The low enrolment rates of the students in the subject during the Senior Secondary Schools Certificate Examinations (2015,2016 and 2017) may be attributed to inadequacy or non-utilization of instructional media facilities such as: audio in teaching Quran recitation, *Salat* and Islamic history using CD or DVD and so on is affecting the performance of the students.

The major problem affecting educational system in Nigeria today is inadequate, or non-utilization instructional media, low retention of learned concept, limited interest by the students, low enrolment of student's in senior secondary schools certificate examination as well as poor academic performance of students. The researcher observes that students from the poor background perform poorly in the examination because they

are seriously deprived of vital facilities. Therefore the academic performance of the students would largely be influenced by the availability and utilization of instructional media in schools as noted by Ekpo (2011). Teachers are not frequently using instructional media especially in higher order of instructional media technology such as: projectors, videos, computers, audios in their teaching learning process.

The Mock Examination of 2017 conducted by the Taraba State Ministry of Education is another testimony to the poor academic performance of senior secondary school students in the subject. This is as a result of the differences observed between the Continuous Assessment test results and their actual academic performance in the Mock.

As a teacher constantly uses the lecture method in teaching the subject and ignores the use of instructional media during the processes of teaching and learning, a gap in the application of instructional media technology to improve students' performance in Islamic studies which involves both faith and actions (devotions) and teaching methodology in the classroom would become obvious. In utilizing this method, teachers consider the cognitive aspect of the learners and neglect the affective (interest). There is the need, therefore, to provide an alternative teaching strategy which would hopefully incorporate cognitive, affective and psychomotor domains of students like the use of instructional media strategy.

### **1.3 Objectives of the study**

The objectives of the study are to:

1. Compare the score performance of Islamic studies students taught *Sirah* (Islamic history) using projected video and those taught using the conventional method in senior secondary schools in Taraba State;

2. ascertain the impacts of audio visual usage on the score performance of both the male and female students in Islamic studies in senior secondary schools in Taraba State;
3. examine the pre-test and post-test score performance of Islamic studies students in senior secondary schools in Taraba State and;
4. to compare the score performance of Islamic Studies students taught Qur'an using MP3 device with those taught using the conventional method in senior secondary schools in Taraba State.

#### **1.4 Research questions**

The study would be guided by the following research questions:

1. What are the score performances of Islamic studies students taught *Sirah* (Islamic history) using projected video and those taught using conventional method in senior secondary schools in Taraba State?
2. Audio visual usage does it has impact on the score performances of both the male and female students in Islamic studies in senior secondary schools in Taraba State?
3. How can the score performances of pre-test and post of Islamic Studies Students in senior secondary schools in Taraba state differed?
4. How can the score performances of Islamic Studies student's taught Qur'an using MP3 device and those taught with conventional method in senior secondary schools in Taraba State differed?

## **1.5 Hypotheses**

The following null hypotheses are tested in this study:

1. There is no significant difference in the scoreperformance of Islamic studies students taught*Sirah* (Islamic history) using projected videoand those taught using conventional method in senior secondary schools in Taraba State,
2. There is no significant difference in the impact of audio visual usage on the scoreperformances of both the male and female students in Islamic studies in senior secondary schools in Taraba state;
3. There is no significant difference between the pre-test and post-test score performance of Islamic studies students in senior secondary schools in Taraba state.
4. There is no significant difference between scoreperformances of Islamic Studies students taught Qur'an using MP3 device and those taught using the conventional method in senior secondary schools in Taraba State.

## **1.6 Basic Assumptions**

This study was design based on the following assumptions:

1. That teachers generally accept that projected video are the educational materials that motivate students to learn and make teaching and learning interactive and help students retention of the learned concept and develop curiosity to learning .
2. That lack of audio visual usage in teaching Islamic studies hindered the development of the cognitive, effective and psychomotor domain of students in Taraba state in particular and Nigeria in general.

3. That there is a need to make use MP3 device to teach Islamic studies students Qur'an this will improve their academic performance and mastering of the chapters and recite the chapters perfectly.
4. That There is a need to be given frequent text to Islamic Studies Students so that to improve their academic performances and give them motivation to learning.

### **1.7 Significance of the Study**

This study would be of great benefit to students, parents, teachers, school administrators, guidance and counselors, Curriculum planners and government. Islamic studies students would be able to cope with more complex concepts as a result of clear understanding of what they have been taught in the classroom with the uses of instructional media by the teacher. It could also increase student's engagement in the processes of the teaching and learning, and promote students interest on academic activities. Equally, the study, would increase students enjoyment during teaching and learning process and motivate the learners; the study would give greater opportunity for participation and collaboration in developing student's personal and social skills and self-confidence during lesson period.

To Islamic studies teachers, the visual impact and interactive nature of instructional media would be useful to them in the area of maintaining students focus and attention, retention of course materials and classroom management issues. Also, it would allow teachers to share their knowledge and interact with the students, use instructional media materials, reduce their workloads and encourage spontaneity and flexibility which would make teaching and learning more effective and interactive in the classroom.

Curriculum planner would benefit from this study during the processes of curriculum planning especially in Islamic studies by identifying topics that require the use of instructional media toward the planning of the curriculum. The curriculum planners would come to appreciate the values in using modern technological innovations in the teaching of Islamic studies.

Parents too would benefit from this study because it would help them to understand that instructional media facilities are part of the instructional materials which can be used for effective teaching and learning.

The study would help the school administrators on which to understand a type materials that can be utilize for the teaching of Islamic studies and which topic requires the use of instructional media facilities on processes of teaching and learning so that they can provide such instructional materials to the teachers, with such instructional media facilities would made Islamic studies to be effectively teach by the teachers concern.

The literature review of this study would help the government to understand the important of instructional media and various types of instructional media so that they may provide a helping hand to the schools which if effectively use would intensify curiosity to both teachers and the learners. The findings of this study may help them to put more emphasis on girl's child education to both urban and rural areas.

The study would be of great important to guidance and councilor's by revealing to them the significance of multiple use of media in the processes of teaching and learning so that they can play their role as a counsellors, counseling the students in the subjects selections and other Counselling services in the schools.

## 1.8 Scope of the Study

This study would attempt to determine the impacts of instructional media usage on the performance of Islamic studies students in senior secondary schools in Taraba state. The researcher is delimited to Jalingo education zone of the state. Equally, instructional media is very wide; therefore the researcher is restricted to audio-visual instructional media. The following topics were treated and reflect in the treatment plan of this study using projected video, and MP3 device: *Sirah* (Islamic history) among which are: *Jahiliya* period, Battle of *Badr*, Battle of *Uhud*, Battle of *Yamamah*, Qur'an *SuratulQariah*, *SuratulTakathur*, *SuratulQuraish*, *SuratulFil*. However, the study concentrated on SS II students because they are more matured than SSS 1 and have experience about the contents, while the SS 3 candidates were to sit for the West African senior secondary school certificate Examination (WASSSCE) and National Examination Council (NECO).

## **CHAPTER TWO REVIEW OF RELATED LITERATURE**

### **2.1 Introductions**

This chapter reviews literature under the following headings: conceptual framework, the concepts of Islamic studies, the Islamic studies curriculum, the objective and the scope of Islamic studies curriculum, importance of teaching Islamic studies in schools, trends and development in implementation of Islamic studies curriculum, the concept of instructional media, types of instructional media, the concept of academic performance, the uses and gratification theory, the cognitive development theory, the multimedia theory of learning, empirical review and summary.

### **2.2 Conceptual Framework**

In this session, the following concept would be discussed. These are: the concepts of Islamic studies, Islamic studies curriculum, the concept of instructional media, and the concept of academic performance.

#### **2.2.1 The Concept of Islamic Studies**

Many attempts have been made to define Islamic studies. According to Kareem (2006), Islamic studies entail giving instructions on purely theological matters so that the trainees would be able to practice the five pillars of Islam. According to Muhammad, in Al- Qasim (2006), Islamic studies refers to the process of discipline which ensures spiritual and intellectual growth of the individual.

Equally, Kamaluddeen (2000) observes that Islamic Studies is a means by which an individual is brought up to realize the existence of the Supreme Being, understand His teachings, and put these teachings into practice. It entails moral instructions, which is

a process by which we inculcate in the learner the ability to make good and reasonable decisions and behave based on what he/ she has learnt.

Equally, Hussaini, in Muhammad (2011), states that Islamic studies education trains the sensibility of students in such a manner that student's attitude to life in accordance with Islamic values, their actions secession and approaches to all kinds of knowledge, they are governed by the spiritual and deeply felt ethnical values of Islam. Sa'idu in (Aliyu 2016), defines Islamic studies as a system of solving all problems by giving the spirit (heart) its supreme position in the body system.

In reference to this study, Al-Zayidi's definition is chosen to serve the purpose of etiquettes of eating and drinking, Islamic dress, family relations, business transactions, criminal law, and inheritance. Al-Zayidi also elaborates further by stating that the term 'Islamic Education' can have a broader meaning, embracing knowledge in general in a framework where the teacher, the student, the school, and the curriculum are to comply with Islamic values, and teachings. In this sense, students learn whatever they need to learn of reading, mathematics and the various sciences. The curriculum would include a generous amount of coursework devoted to Islamic studies. Additionally, the syllabus would not include any texts that contradict Islamic beliefs and teachings.

### **2.2.2 The Islamic Studies Curriculum**

The survival and welfare of a nation depends on the way of life of its individual members, their moral orientation and their cohesion as a society. This fact has been recognized in Islamic studies curriculum which is why it addresses itself to the whole way of life of an individual and society so as to achieve a balanced result. Equally the development of every nation is dependent on its quality of education. The levels of

education become the instrument for directing and controlling the intellect of the individual members. In fact, Ben-Yunusa (2008) asserts that curriculum has varieties of learning activities that pupils engage in under the guidance of teachers.

A curriculum, according to Yusuf (2012), is the set of courses and their content offered at a school or university. A curriculum is prescriptive and based on a more general syllabus which merely specifies what topics must be understood and at what level or particular grade or standard it should be achieved. Also, Akpale, in Yusuf (2012), views curriculum as the planned and unplanned educational experiences in which both the students and the teachers all work for the attainment of the set educational goals. Therefore, based on the above definition, curriculum may be both planned and unplanned learning experience as Cortes, in Yusuf (2012), defined societal curriculum as: the massive, peer groups, neighbourhood, churches, organizations, occupations, mass media and other socializing forces that “educate” all of us throughout our lives. The curriculum of Islamic Education in Nigeria appeared between the 7<sup>th</sup> and to 9th centuries as Muslims migrated from North Africa to West Africa. However, the curriculum was not documented as it was adopted from the Tumbuktu system of Islamic Education. At that time, there were two types of Islamic schools in Nigeria: (i) Traditional Islamic Schools (*MakarantunAllo*) and the (ii) *Imschools (MakarantunZaure)* (Lemu, 2002)

### **2.2.3 The Objectives and Scope of the Islamic Studies Curriculum**

According to the curriculum published by Nigerian Educational Research and Development Council (NERDC, 2008), Islamic studies curriculum has been prepared to reflect its broad concern so as to include true and balanced values in young Nigerians at an age when his mental and moral development is at a formative stage. The inner stability

obtained and guiding principle learned would help him or her to stand firm in the midst of the cross current of ideas and rapid social changes which are features of age. In another assertion, objectives of Islamic studies can be seen as the totality of learning experience which is centred on the relationship between man and his creator and between man and his fellow men.

The topic contents of Islamic Studies Curriculum have taken into consideration the goals and objectives of Federal Government of Nigeria on National Economic Empowerment Strategies and Millennium Development Goals (MDGs). Islamic studies therefore aim at the following:

- i. Recognition of Allah as the creator and sustainer of the universe and sole source of values
- ii. Cultivation of the sense of gratitude to Allah and submission to His guidance and moral law, both in worship and behaviour toward other fellow-men.
- iii. Encouragement of the pursuit of useful knowledge in accordance with the saying of the prophet Muhammad (S.A.W.). “The search of knowledge is a duty for every Muslim, male or female” and the application of such knowledge for the benefit of humanity in the field of science, technology, medicine, education and so forth.
- iv. Attainment of a balanced development of the individual and community by giving due weight to the physical, social, and intellectual, moral and spiritual needs of man.

- v. Realization of human right, equality and brotherhood with emphasis on practical means of achieving social solidarity and ethnic harmony in place of greed and selfishness.

#### **2.2.4 The Importance of Teaching Islamic Studies in Schools**

Allah (SWT) instructs the Prophet Muhammad (SAW), and the entire nation, on the important of education where He says, “Are those who know equal to those who do not know?” (Surah 39 Az-Zumar verse 9) Education is the light that leads mankind to the right direction to surge. The purpose of education is not to just make students literate but it includes rational thinking, knowledge, and the ability to be creative and self-sufficient (Hazlina and Yusuf, 2009). In line with the emphasis laid down by Islam in education, the senior secondary school Islamic studies curriculum spells out four broad important objectives to be achieved at the end of its implementations. These, according to Federal Ministry of Education (1985), are:

- i. To prepare the students spiritually, morally and intellectually for their role as a Muslim in the world which he is entering.
- ii. To give them an insight into the broad views of Islam, both in the past and the present.
- iii. To help them further their studies of Islam formally and throughout life in accordance with the saying of the prophet (S.A.W.): Seek knowledge from birth to the grave” (*BukhariKitabulllm*).
- iv. To enable the students to practice their religious obligations properly.

From the above objectives, one can deduce that the teaching of Islamic Studies in schools would impact positively on the lives of the individuals and that of society at

large. However, it is important to note that preparing students spiritually through the inculcation of the fear of God (Allah) would help them to fear their God in their minds. Equally, teaching Islamic studies on moral lessons such as adultery and fornication, bribery and corruption, fraud and stealing, alcoholism and so on, and their implications in Islam would prepare students to be morally sound.

Also, the teachings of the *Tahadhib* unit of *Hidaya* cover all strategic areas of moral life which an average adolescent leads. The unit includes the teaching of honesty in words and deeds; dignity in labour. Teaching these would have an impact on students and eventually prepare them to be morally sound. Teaching of the prophetic *AHadith* (traditions) as well as *Tarikh* would give a vital impact in attaining the knowledge of Islamic history. These would give students insight into the life of the prophet (SAW) as well as his companions. Allah (SWT) said in the Glorious Qur'an *SuratulAhzab* (Qur'an 33, verse 21): "There has certainly been for you in the messenger of Allah an excellent pattern for anyone whose hope is in Allah and the last Day and he who remembers Allah often." In another verse of the Allah holy Qur'an in *SuratulNajmi* (Qur'an 53 verse 3) Allah said: "Nor does He (prophet (saw)) speak from His own inclination". Concerning the Prophets (saw) companions, He, the Prophet (SAW), is reported to have said: "The best nation is that of mine then the one that follows it, then the one that follows continuously". Muhammad (n. d)

Morality in Islam centers on the theory of what is allowed and what is forbidden (*al-halal wal-haram*) in accordance with Islamic law (*shari'ah*), the primary sources of which are Qur'an and Hadith. The above statement is confirmed thus: "Moral laws are

absolute, eternal and unchanging. They are given by God and laid down in the scripture, which, thereby, become a moral manual”(Bull, 1973).

In Islam, Qur'an is the moral manual that contains all the dos and don'ts. Its moral instructions are believed to be universal without boundary of time or space. It is believed that religion especially Islam cannot be completely detached from morality. Religion is considered to be mother of morality and that is why Islam is to be a complete way of life.

'Abd al 'Ati (1999 page38-40) summarizes the basic beliefs and principles of morality in Islam thus:

“God is the Creator and Source of all goodness, truth and beauty. Man is a responsible, dignified and honorable agent of his Creator. God has put everything in the heavens and earth in the service of mankind. By His mercy and wisdom, God does not expect the impossible from man or hold him accountable for anything beyond his power. Nor does God forbid man to enjoy the good things of life. In the sight of God, it is the intention behind a certain action or behaviour that makes it morally good or bad, and not its outcome. Moderation, practicality and balance are the guarantees of high integrity and sound morality. All things are permissible in principle except what is singled out as obligatory, which must be observed, and what is singled out as forbidden, which must be avoided. Man's ultimate responsibility is to God and his highest goal is the pleasure of his creator.

The Islamic code of conduct is of two facets: positive and negative. The Positive codes of conduct are deeds expected of Muslims. According to Lawal (2014), they include truthfulness, goodness to parents, patience, generosity, forgiveness, loyalty,

justice, good relationship with others, equality, cleanliness, orderliness, sincerity, responsibility, time consciousness, decency, humility, kindness, obedience, brotherhood and so forth.

In view of the above, stemming the rising tide of moral decadence as it is today in Nigeria, could be achieved through effective Islamic education that would put in place qualified teachers who can serve as moral cancellors' and motivators. The Prophet (S.A.W) describes the best man as someone who studied the Qur'an and teaches it. Muslims are regarded as the best group of people in life because they teach people to know Allah and do righteousness (*Qur'an 3: 110*).

## **2.2.5 Trends and Development in the Implementation of the Islamic Studies**

### **Curriculum**

Islamic studies education has been in Nigeria before the coming of Europeans, though a lot of trends and development has been experienced in an attempt to make Islamic studies curriculum relevant to the needs and aspirations of Nigeria. Before the colonial period, Islamic studies education was given in the form of the traditional Qur'anic education.

When Western Education came to Nigeria with colonization, the development of Islamic Education was completely ignored by the British. Even the *Ajami* system (a system of writing any of the local languages in Arabic scripts) which existed as official means of communications between the emirs of the states, *Ulama'a* and other people, was not recognized officially. This marked the commencement of the process of Islamic Education (Lemu, 2002).

It is clear that the British colonial government introduced the formal system of education to Nigeria. This was perceived as a welcome development in the southern part of the country. In the northern part of Nigerian, the development was perceived as one of the ways for propagating Christianity to a region dominated by Muslims. Despite the initial resistance, it became necessary for Muslims to enrol their children in to Western Education programme or lose the opportunity to participate in running the affairs of the country. This led to the establishment of the new Islamic institutions in the 1950- 1960c by private organizations. They adopted all features of formal school system that were lacking in the Qur'an *Ilmschools* (Lemu, 2002).

The British colonial government reluctantly added Islamic subjects to their educational system in order to push the parents to send their children to school. In that situation, Islamic subjects were taught at the last period in the schools when students were tired. Moreover, Islamic studies teachers were appointed as discipline masters who administer corporal punishment to students who misbehavein the schools. As a result, students could easily hate them and the subjects they teach Ahmad and Rabiū (2014)

According to Olatubosun, A. A. andTanimowo, A. S. (2013).Nigeria became an independent nation from British colonialism on 1<sup>st</sup> October, 1960. Due to the multi-religious and cultural nature of the country, syllabi for Islamic and Christian Education were drawn up by State and Federal Ministries of Education since the 1950's. The syllabi prepared students for the subject in the West African School Certificate Examinations. The medium of instruction is English language. In the case of Islamic Religious Studies, there were no textbooks in English until about 1968 - 1970. The teachers, who were

mostly traditional *Mallams* (scholars) who passed through Arabic Teachers Colleges, would use Arabic books, which they translated to the students (Lemu, 2002).

With the production of books in English written to cover the syllabus, Islamic Religious Knowledge became much easier to teach. The Government-run post-secondary schools, Advanced Teachers Colleges and Colleges of Education ran three year courses in Islamic Studies (as well as Christian Religious Knowledge) and the subject became widely available in the universities. Gradually the Arabic speaking *Mallams* were replaced at secondary level by English-speaking young teachers who were the products of the mainstream educational system (Lemu, 2002). Lemu also noted that the way of teaching Islamic Education in Nigeria is expected to be confessional, that is, students are taught how to practice their religion as well as being taught about their religion. Muslim students are therefore expected to memorize portions of the Qur'an and Hadith and their meanings, to know how to perform the duties of prayer, fasting, zakat and hajj, to evaluate the evidence for the authenticity of the Qur'an and so on, as well as learning essential historical information.

There are many secondary schools which are purposely set up to teach Islamic studies and Arabic Language especially in the Northern Part of Nigeria. The schools are sponsored by Muslim State Governments. At such schools, teachers teach Islamic studies in advance. Teaching subjects of the schools include: Qur'an commentary (*Tafseer*), Hadith (tradition) and *Sirah* (history) of Prophet Muhammad (peace be upon him), principles and rules of Islamic jurisprudence (*Fiqh* and *UsulFiqh*) theology (*IlmTauheed*) and history (*Tarikh*) Arabic Grammar (*Nahwu*) morphology of verbs (*Sarf*) and so forth Ahmad and Rabi (2014)

The medium of instruction at these schools is Arabic. Therefore, the schools have special final secondary examination referred to as Higher Islamic Secondary School Examination (HISSE) under the supervision of National Board of Arabic and Islamic Studies (NBAIS) of Ahmadu Bello University, Zaria.

However, according to Ahmad and Rabi'u (2014), the inception of the ideology of "Islamization of Knowledge or Education" in the late 1970 serves as another facet for restructuring Islamic education curriculum in Muslim countries such as Malaysia and Nigeria. In respect to the latter, the curriculum of the primary and secondary schools were integrated (combining Islamic and modern education). In order to produce versatile Muslim students in Nigeria, Four Islamic universities were established by Islamic bodies and Muslim philanthropists. The universities are:

- i. Katsina University, Katsina.
- ii. Al- Hikma University Ilorin, Kwara state.
- iii. Cresence University Abeokuta

Despite the concerted effort made by National Policy on Education to make Islamic education available at our different levels of education, some parents are not satisfied with the way their children learn Islamic Education in those schools. This gave rise to the development of *Islamiyya* schools or Madrasa in different sessions: morning, evening, and night, depending on the type of public school a child attends Onwuka(1996).

School administrators actively foster Islamic identity and awareness among students and teachers, not only in the classroom but also in all the schools activities like weekly lectures and congregational prayers. In particular, Asr prayers are regularly observed in the school mosque. Islamic dress, particularly for female students, is

employed as virtually a powerful way of fostering Islamic identity and awareness in these schools. However, it is important to note that the old system of Islamic education (Qur'an Traditional Schools and *Ilm* Schools) still exist in some parts of Nigeria (Ajidagba, nd). The Nigerian Educational Research and Development Council designed the syllabus and of Islamic Studies for different levels of education in the country. Below tabletedis the syllabus and the curriculum of SS II Islamic studies (NERDC, 2008).

**Table 1: Senior Secondary Education Curriculum Islamic**

### Studies for S.S.S. Two: Summary of Contents

THEME	FIRST TERM	SECOND TERM	THIRD TERM
<i>Qur'an</i>	<p>1 Reading in Arabic, Translation and brief commentary on:</p> <p><i>Suratul-Qari'ah(Q 101)</i> <i>Suratul-Takathur (Q 102)</i> <i>Suratul-Asr (Q 103)</i></p> <p>2 <i>Suratul-Humazah (Q104)</i> <i>Suratul-Fil (Q105)</i> <i>Suratul-Quraish (Q 106)</i></p>	<p>1.Introduction to <i>an-Nawawi's</i> collection: 11,12 and 13</p> <p>2. Introduction to <i>an-Nawawi's</i> collection: 14,15 and 16.</p> <p>3. Introduction to <i>an-Nawawi's</i> collection: 17,18 and 19</p>	<p>1.<i>Suratul-Ma'un (Q 107)</i> <i>Suratul-kauthar (Q 108)</i> <i>Suratul-kafirul (Q 109)</i></p> <p>2. Introduction to <i>an-Nawawi's</i> collection: 20 and 21.</p>
<i>Tawhid and Fiqh</i>	<p>1. <i>Sawm</i>: meaning and values</p> <p>2. Hajj: meaning and values</p>	<p>1. Jihad: concept, kinds and manners.</p> <p>2. <i>Nikah</i>: Concept of marriage Rules governing it</p>	<p>1. <i>Shariah</i>: Definition, Importance, Source and scope</p> <p>2. The four <i>sunnischools</i> of thought (<i>Hanafi,Maliki,shafiandHam bali</i>)</p>
<i>Tarikh</i>	<p>1.Features of the political administration of the Prophet (SAW) and Four rightly guided caliphs</p> <p>2features of Islamic economic system.</p>	<p>1. Spread of Islam to Egypt and other parts of North Africa and Andalusia</p> <p>2. The spread of Islam to West Africa</p> <p>3. Impact of Islam on the economic and</p>	<p>1. Challenges of syncretism (<i>Takhrit</i>)</p> <p>2. Islamic civilization</p> <p>3. Islamization of knowledge and Islamic institutions.</p>

Source Nigerian Educational Research and Development Council (NERDC) 2008

### **2.2.6 The Implementation of the Islamic Studies Curriculum**

The Implementation of any curriculum needs some instruments that can help the teacher to effectively teach the students its content. There have been drastic changes in the various ways by which knowledge has been taught to students in schools. In the past, the most important elements of education used in the society were the subject matter and the pupils or learners. Nowadays, these ideas have changes as beginning from the society,thensubject-centered to what is now referred to as learner-centered.

Azam (1997), in Aliyu (2016), points out that the teaching of Hadith, one of the units of Islamic Religious Studies, is characterized by a combination of methods. This includes lecture methods, individual group method and a host of others. Ali (2001) explains that the expository instruction, which relies on lecture, note-taking and textbooks, only encourages positive learning. However, Islamic Religious Studies is not against the acquisition of facts. It is what students do with the facts that Islamic education is mainly concerned with. This is because it is the functionalism of the knowledge to the individual as well as the society that really determines the effectiveness of Islamic Religious Studies (I.R.S), therefore, likes to see learned contents or facts being applied in the area of problem solving.

Ali (2000) in Aliyu (2016) asserts that selection of good and deserving method, instruments should be encouraged in the teaching-learning situation in schools because it assists the society to develop easily. It is the belief of the fact that frequent use of a

combination of teaching methods would enhance effective teaching-learning process, such as problem-solving method, demonstration method, questioning investigation, field trip, group and individual method, and project method would all greatly help towards achieving the objective in Islamic Religious Studies.

In view of the importance of methodology, Onwuka (1996) maintains that whatever methods the (teacher) adopts must be guided by certain psychological principles, especially of motivation and intellectual development.

### **2.2.7 Resources for Implementing Islamic Studies Curriculum**

Resources are important mechanisms for successful implementation of any programme. There are instructional aides that can be used to achieve specific objectives of a lesson. Such resources are of two types: Human and material resources. The human resources can be adequate resources in the instruction. For example, teachers are the most important resource person. Non-human resources or materials resources can be educational media, and the electronic media which help to facilitate the teaching-learning process. They include journals, magazines, maps, chalkboard, radio, video tape, projector, television, pictures, films, charts, and other available materials. Onwuka (1996 page 5-10) observes that “Resource materials do not achieve any of the attributed values on their own. Their usefulness depends on how the teacher makes use of them. Intelligent handling of these materials in the classroom is necessary”.

Thus, any useful implementation of a programme requires an intelligent handling of the resources for such a programme to meet its stated objectives. Everywhere, teachers need basic knowledge and skills necessary to make the fullest use of resource materials.

In Islamic Religious Studies, resource materials are necessary for successful teaching-learning process.

Abdullahi, (1987) In a nutshell, learning resources present an opportunity for good teaching to ensure sound and effective learning. According to Abudullahi, (1987) and Alasoluyi (2015)) there are five broad categories of instructional resources used in Islamic Religious Studies. They are: (i) real (ii) visual (iii) audio (iv) audio-visual (v) Community-based, that is, personal and group experience.

- i. Real resources: are real objects. They could be manmade or natural during teaching and learning. The use of real objects makes learning clearer, interesting and easily understood. As a teacher, you are expected to use real object to enable learners to see, touch, smell, and hear or possible taste. For example ablution, dry ablution, funeral prayer, history, morality and so forth. You can take learner on a carefully planned field trip and excursion to natural environments, factories, cultural centres, hospitals or rivers.
- ii. Visual Resources: These are materials that appeal to the sense of sight only (seeing). They can be real or representational visual resources. They are real visual resources when they are presented through a mechanical device like computer, photographic slides, silent film, and power point, all these are projected materials. Non-projected materials are those items that do not need to be projected for their content to be displayed. Examples are textbooks, flashcards, pictures, stick figures.
- iii. Audio Resources: These are instructional materials that appear to the sense of hearing only. They could be real audio resources like the human or animal voices

which is real audio resources. But when it is recorded and played back through mechanical devices, then it becomes representation audio resources. Other examples are audio tapes, recordings, compact disc (cds) mp3 player and telephones. Audio compact disc on Qur'an recitation of Sheikh Sudais and others as well as Islamic songs are good examples.

- iv. Audio-visual Resources: these are materials that combine the features of visual and audio resources concurrently at the same time. Appealing to the sense of sight and hearing, for example, television programme, video recording, digital video disc (DVD), audio films, and synchronized sound slide system using the sound on slide projector, computers also adoptable to provide audio visual services with resources downloaded from YouTube, and other websites.
- v. Community Based Resources: these are experiences gained when children carry out activities individually or group direct at purposeful experiences. While community based resources are those instructional resources that are available with the communities or outside the immediate communities in which the schools are located.

### **2.2.8 The Concept of Instructional Media**

The word "Media" is derived from the Latin word "medium" which means *between*. Media is a collection of materials and equipment or devices that are used for communication or transmission of information between persons. It refers to various means through which messages can be produced, stored, transmitted, retrieved, amplified, reproduced, channeled or carried between the source and the receiver. For example:

Radio, TV, Newspaper, Charts and books. When media is used for instructional purposes, they are called “Educational Media”.(Nkom, 2000).

Educational media are a broad-range of resources which can be used to facilitate effective and efficient communication in the teaching-learning process. They are Audio, Visuals or Audi-Visual materials which help in the achievement of specific learning objectives. Educational media can be seen as a segment of educational technology through which an instructional objective can be realized. Media are used in various fields with different function and aids, such as: In workplace, educational setting, and so on, in educational setting, the use of media is known as instructional media.

Instructional media, are the material that teachers use to teach the student, while multimedia is the use of multiple forms of media in presentation or the combined use of several media such as movies, slide, music and lighting especially for the purpose of education, (Nkom, 2000).

Multimedia is fast emerging as an important tool of information technology and a basic tool of tomorrow's life. Multimedia proposes to simulate human-like communication and services in an environment of "You see as I see" and "You feel as I feel". Virtual reality is envisaged in multimedia services. Multimedia transfers your message in your way. Multimedia is believed to prosper with the general human trend from "nice to have", to "value to have", to "essential to have". With multimedia, a society with "plug and play", "look and feel" and "point and feel" and "point and click" shall emerge. In the near future, we shall have multimedia cities and centres. Interactive multimedia is a service, which provides simultaneous access, dissemination of learning content, transportation and processing of more than one information services like voice,

video and data in the interactive mode and in the real time environment. Multimedia is to integrate three communication worlds, namely: telephone world, data world and video/TV world into a single communication world (Webcrawler, 2013).

Instructional Media or multimedia comprises of more than one information types, namely the non-real time service of data, images, text and graphics, and the real time service of voice and video. It provides comfort, competition, mobility, efficiency and flexibility. Multimedia is the use of a computer to present and combine texts, graphics, audio and video with links and tools that let the user navigate, interact, create and communicate (Yoon and Hoon2009).

Technologically, Instructional Media shall be "service of services". Non-technically, it is a "community of communities". Multimedia shall enable people to communicate and access, at anytime, anywhere and at reasonable costs with acceptable quality and manageability. Virtual reality with virtual presence in virtual worlds, virtual cities, business centres, virtual schools and virtual rooms would emerge in the near future. For example, virtual reality, at short notice, allows collaboration between changing partners on specific tasks, sitting at virtual writing tables without real offices and addresses other than the network (Yoon and Hoon 2009)

Transactions in this enhanced teleco-operative working environment would be electronic analogies of the normal world." Faster work flow, comprehensive 24-hour service, remote operation and maintenance, easier troubleshooting, lifelong and leisure time activities, less travel, less cost and more fun shall be the important attractions of the multimedia world (Blog, 2012).

Yusuf (2013) is on the view that Instructional Media and Multimedia refers to the same things, integration of multiple media such as voice, video, data, text, animation and graphics and so on. Basic three communication media or services are: Voice, Video and Data. Multimedia is telling stories or having entertainments or giving education and so on with sound, videos and picture and so forth. In general, instructional media delivers information with audio, video, and picture (Thomas, 2013).

Multimedia is the combined use of several media as full-motion, video, audio, animation, ROM, and the internet into an integrated package which can be put to use in education or entertainment. These elements, when used in conjunctions with the traditional teaching methods, can help spark interest in individuals who may otherwise be bored or uninterested in the course content. Therefore, instructional media when used properly in educational instructions can be a powerful tool that would enhance the learning environment (Yusuf 2013).

### **2.2.9 Types of Instructional Media**

Instructional media are the instruments that are used in educational system, which play large and influential roles in the processes of teaching and learning. Islam is a religion that deals with all aspects of human life in the global world in terms of economic, political, social as well as educational affairs. In order to have effective delivery in teaching Islamic studies in senior secondary schools, technological instrument must be put into consideration.

The National Council of Education Technology (NCET), in Lawan (2014) has claimed that film had long been a popular subject for research because of it promises towards

increasing learners performance and because investigators find it easy and can be replayed or viewing when necessary.

According to Smith,in (Yusuf 2013),Multimedia applications can include many types of media. The primary characteristic of a multimedia system is the use of more than one kind of media to deliver content and functionality. Web and desktop computing programmes can both involve multimedia components. A multimedia application would normally involve programming code and enhanced user interaction.Multimedia applications can include many types of media. The primary characteristic of a multimedia system is the use of more than one kind of media to deliver content and functionality (Yusuf, (2013).

Instructional media has been classifiedas follows based on Nkoms. work(n.d), among which include:

**i. Print Media**

This group of media includes the information carrying devices in whichinformation is printed on paper and mass produced. The group includesbooks, journals and other periodicals, course materials, pamphlets andbooklets as separate print formats. These cover a wide range of subjects andare used for different purposes. Books can be used as textbooks or booksrequired to be used by students or reference books to be located at a point andused by all to whom they have relevance.Print materials have been the mainstay of instruction because they are relatively cheap, easily accessible and can be used for a long time. This also means that they can easily get out-of-date. Textbooks specifically provide a convenient way to access information by students. Students' control that use since they can usually skip areas, but they should serve mainly as complementary

materials to you as teacher that are not of interest. Periodicals generally do not but have a long shelf life since new editions are produced but they serve as reference material for previously published articles.

The library is the depository of print media and provides opportunities for you as a teacher to broaden your scope and prepare you for your lessons. It also serves to broaden the minds of students and to teach them skill of self- study. It also helps them to develop interest in a variety of area even outside of their courses. As a teacher, you should encourage your students to use this group of media by giving them assignments and the use of reading lists Nkom's(n.d),

## **ii. Projected Media**

This refers to the entire media format which requires one form of projector or the other for presenting information. Information here is not restricted to the aural but includes visual such as diagrams, charts, maps etc. Formats in this group of media include motion pictures or films, slides microforms, filmstrips, transparencies and projected video. The information is printed on transparent materials and light beams using mirrors project and amplify the information on to a screen Nkom's,(n.d)

Projected media are usually suitable for large group and individual instruction but can be used in small groups to enrich teaching. In using projected media, attention must be paid to creating a suitable environment. Of concern are the environmental conditions such as lighting. However, of concern is also the seating distance that would allow comfortable viewing. These are expressed as minimum and maximum viewing distances. This refers to the distance of the front seats from the projection screen and the distance from the back seats respectively. Although research has

suggested the distances for all the projected media and there is a difference between film and television for example, the concern is with comfortable viewing by the students. Remember that sitting too close to the screen such as with television could have harmful effects on the eyes.(Nkom'sn.d)

### **iii. Non-projected Media**

These media are usually grouped together under print media but there are some differences. Non-projected media do not have to be in printed form. They include graphics, mass globes and still photographs. Graphic covers a wide range of items including graphs, charts, posters, drawings and cartoons. There is therefore variety in non-projected media (Nkom'sn.d)

They form the basic instructional materials to support instruction and present an area of creative activity by both the teacher and students. The activity can include the construction of graphic materials in projects assigned to individuals or groups. As a teacher, you need to make efforts to produce some of these materials for educational use (Nkom'sn.d)

### **iv. Audio Materials**

This involve, the use of audio or sound reproduction which could range from the voice of the teacher, the narrator to even the sound made by a bird or animal, used for instructional purposes. Audio materials carry information of different kinds. They could carry a narration that explains a concept or principle or that simply provides a body of subject information. Audio materials provide this information through the use of sound waves which are picked up by ear.(Nkom's,n.d)

The formats of their presentation include: sound track accompanying a film for instance, red to red, cassette and CD recording and so on. They can also be sourced through radio broadcasts. Apart from assisting the teacher, audio materials are important to the development of listening skill in students. Hearing is one thing and listening quite another. Hearing is involuntary whereas listening involves paying careful attention and developing the ability to choose sounds and to discriminate sounds. It is listening skills that enables students to detect areas of emphases in the presentations.(Nkom's,n.d)

#### **v. Television/Video**

A television broadcast can be recorded on video tape to be watched later. Cable television refers to television format by which programmes are distributed by cable to subscribers. Programmes are now distributed by microwaves. The format was originally used to reach areas to which regular television could not be accessed because of natural barriers. It has a distribution point to which are connected and provides a variety of programmes. This arrangement represents a local arrangement.(Nkom'sn.d)

Additionally,Yusuf (2013) has the following instrument as an instructional media as far as information and communication is concern, these are:

#### **a.Text**

Yusuf (2013) Text content is, by far, the most common media type in computing applications. Most multimedia systems use a combination of texts and other media to deliver functionality. Text in multimedia systems can express specific information, or it can act as reinforcement for information contained in other media items. This is a common practice in applications with accessibility requirements. For example, when Web

pages include image elements, they can also include a short amount of text for the user's browser to include as an alternative, in case the digital image item is not available.

**a. Images**

Digital image files appear in many multimedia applications. Digital photographs can display application content or can alternatively form part of a user interface. Interactive elements, such as buttons, often use custom images created by the designers and developers involved in an application. Digital image files use a variety of formats and file extensions such as JPEGs and PNGs. Both of these often appear on websites, as the formats allow developers to minimize on file size, while maximizing on picture quality. Graphic design software programmes such as Photoshop and Paint.NET allow developers to create complex visual effects with digital images (Yusuf, 2013).

**b. Audio**

Audio files and streams play a major role in some multimedia systems. Audio files appear as part of application content and to aid interaction. When they appear within Web applications and sites, audio files sometimes need to be deployed using plug-in media players. Audio formats include MP3, Wave, and RealAudio. When developers include audio within a website, they would generally use a compressed format to minimize on download times. Web services can also stream audio, so that users can begin playback before the entire file is downloaded (Yusuf, 2013).

Information and communication technology (ICT) is playing a large and influential role in the performance of students, irrespective of their levels. Lawan (2014) is of the view that radio is one of the multimedia facilities that can be used in teaching Islamic studies because it helps students to learn more. Lumbly, in Lawan (2014), reveals

that the pronunciation of students who listened to radio was better than those of students who did not.

Equally, Butcher, in Lawan (2014), has noted that radio has been used in education ever since it became available. Lawan (2014) stated that educational radio initiative in South Africa was effective in providing topical programmes and reaching large numbers of learners rapidly. In this case, radio can be used to teach Qur'an recitation to a large number of students at a particular time.

Audio technology has been used widely with tape recorders and radio programmes. Some uses do not depend on the production of material, but they stem, instead, from good infrastructure. For instance, students can progress rapidly in language studies if they interact with students from other places; they can hear specific and authentic dialects and languages. Advanced consumer tools that support these activities include Internet Protocol Telephony (I.P. Phone), CUseeMe, and NetMeeting. In addition, the explosive popularity of various techniques for exchanging music over the Internet has already led many students to explore the power of information exchange via Web-based and peer-to-peer collaboration (Thomas 2013).

Many students are eager to produce and publish their own sound files. It is easy to channel such motivated activity toward the production of materials that also have educational value for the creator. Again, resource considerations may pose limitations. Although the software is not too expensive, it is necessary to have a good sound card, a good processor, and sufficient RAM (random access memory) and storage capacity.

Maybe the most interesting materials that can be produced are those that explore sound and images at the same time. For example, we could develop an applet that

explores the overlap of two sounds of equal or very close frequencies. In addition to producing the sound of both frequencies, the applet can display images of the wave superposition. Such kinds of image/sound are very effective for learning about topics that students usually find difficult. By making analogies, a teacher could guide the class through discussion and research on electrocardiography, or the differences between AM and FM transmissions. Soundly, an award winning Think Quest entry includes such an applet as well as others, like the one that shows wave fronts generated by a plane crossing the sound barrier. Other useful mixtures of sound and images might address resonance; intervals in musical tones and the analogous harmonic vibrations in nature; codification of fractals or other repeating patterns using sounds and discussion of minimalist changes, adaptation, and rupture. Of course, well-designed applet-based sound-and-image combinations can benefit the study of languages, (Abbas, 2012). Sound files can be kept small, and the most recent Internet browsers play all common formats. For more sophisticated formats, there are free players. Simple sound cards are not expensive. So, with reasonably current hardware, technology is not a barrier to the use of audio resources.

### **c. Video**

Digital video appears in many multimedia applications, particularly on the Web. As with audio, websites can stream digital video to increase the speed and availability of playback. Common digital video formats include: Flash, MPEG, and QuickTime. Most digital video requires use of browser plug-ins to play within Web pages. But in many cases, the user's browser would already have had the required resources installed (Yusuf, 2013).

Video production is not easy. If a video is intended for widespread use or for broadcast, required resources and resulting costs mount quickly. Professionals should be involved in the production of good storyboards, lighting and shooting the video, and editing and postproduction. Beta-format equipment should be used, rather than VHS, to ensure high quality. Videos produced for viewing on computers are somewhat different; resolution can be low, and it should be low for most platforms currently in schools. Such videos may be displayed to large groups via multimedia projector, or individually or in small groups on individual computer workstations. The Digital Video Disc (DVD) format brings benefits to schools in terms of storage and durability. However, most schools do not have DVD players, and care must be taken in all cases to ensure compatibility of disc formats and players (Yusuf, 2013).

Short videos present a whole new arena. High-compression formats such as MPEG, Real Video, MP3 Device, and QuickTime are suitable for delivery over the Web or by CD-ROM, and plug-in players for these formats are available as free downloads from the Internet. Short videos can be integrated into computer activities in labs or computer-equipped classrooms. They can demonstrate dramatic effects or experiments that are too costly or dangerous to be performed in schools. Production of Web- or CD-ready videos can be accomplished through relatively low-cost processes, in labs or in the open air using a camcorder, with a robust computer workstation equipped with a video card, used for editing. (Yusuf, 2013).

What could limit the widespread use of the video even short videos are stored as very large files, and Internet bandwidth (contingent on national infrastructure, Internet service provision, and school hardware) is a key factor for transmitting them. In addition,

storage space and storage media can be problematic. Older computers, especially, may lack both hard drive space and processing power to run videos on student workstations, of all vintages, generally lack hard drive space sufficient to store videos in any quantity. Complementary distribution of videos, via DVD, CD-ROMs, or VHS tapes, can address Internet- and computer-related problems. It can be effective to integrate time-sensitive information such as news, student work, and so on with large media resources, such as videos, distributed on fixed media. Some multimedia authoring tools, such as Macromedia Author ware, facilitate the creation of integrated online and offline media solutions (Yusuf, 2013).

#### **d. Animation**

Animated components are common within both Web and desktop multimedia applications. Animations can also include interactive effects, allowing users to engage with the animation action using their mouse and keyboard. The most common tool for creating animations on the Web is Adobe Flash, which also facilitates desktop applications. Using Flash, developers can author FLV files, exporting them as SWF movies for deployment to users. Flash also uses Action Script code to achieve animated and interactive effects.

For our purposes, animations stand in contrast with videos and simulations: they do not use real images, nor do they enable interaction with the learner. Despite these significant constraints, animations are very powerful, especially as a means of enhancing otherwise static images whether in textbooks or on Web pages. As with other examples discussed above, animations can be used to motivate learning, demonstrate concepts, and, as tools to emphasize particular details or aspects of a complex phenomenon. Animations

often may be the best tools for highlighting the path between modelling and reality. It is possible to create a sequence of visualizations with increasing degrees of sophistication, enabling students understanding to go far beyond the crude and simple models (Yusuf, 2013).

#### **e. Simulations**

The most remarkable aspect of simulations is interactivity, or the opportunity for the learner to change values or conditions and see what happens. This capability motivates students to formulate and test hypotheses. Simulations represent the temporal dimension visually and experientially, making them different from images, text, sound, and video. In some cases, they can enhance experiences gained in real school science labs by allowing virtual experimentation in ideal conditions. The realism of these conditions can be increased gradually. Simulations also can enable experimentation with concepts that cannot be experimented with in actual school-based labs.

With so many possible uses for simulations, it is wise to consider each simulation's intended use before designing and developing it. Would the simulation be used to motivate students during introduction to a subject? Such cases might call for beautiful graphics or intricate outputs. Would the simulation be used in inductions, deductions, experimentation for the testing of a hypothesis, demonstration of a complex concept, or application of knowledge the learner has already gained? Each potential role has its own parameters and requirements (Yusuf, 2013).

Which technology should be used in developing simulations? Java and Shockwave are extremely popular with developers so much so that recent browsers do not even require plug-ins to run code developed in these formats. And because Java is object-oriented, it facilitates the reuse of code. This characteristic has led to the compilation of libraries of free applets and codes that can be downloaded over the Internet. Applications such as Macromedia Flash and Macromedia Director (with Shockwave output) are simple to use, making it quick and easy to produce simulations and integrate other media, such as sound and video (Yusuf 2013).

Care must be taken, though, when the simulations become too elaborate or complex. When they are asked to treat several curriculum topics, they can strain the schools' hardware resources or prove ineffective when teachers do not receive adequate guidance or professional development. In particular, the development of CD-ROM-based stand-alone suites that use interactive simulations as substitutes for school science and other social science subject labs tends to lead to overly complex and machine-straining products, although worthy exceptions do exist (Yusuf, 2013).

#### **2.2.10 Role of Instructional Media in Education**

First aid training and instruction of paramedics or even surgeons are made both simple and interesting through the use of the instructional media. The doctor or paramedic can run through a complete procedure on videodisc and analyse all the possible outcomes and can evaluate the possibilities before treatment of the real life patient starts. In all the above instances, the user can and normally does work individually and in an interactive mode with the medium.

Educational gains can be maximized for every situation when the most appropriate tools are used. It is not possible, however, to give recipes for what technology tools to use or when to use them. Each case is distinct. But we can try to identify situations where the use of certain instructional multimedia material regularly achieves success. In such cases, it is also important to keep in mind the infrastructure or pedagogical constraints that may impede effective use of such multimedia.

Computer-based technologies can be regarded as media, because the variety of programmes, tools, and devices that can be utilised with them is neither limited to a particular symbol system, nor to a particular class of activities. In this light, the computer is, in fact, a multifaceted invention of many uses, a symbolic tool for making, exploring, and thinking in various domains. It is utilised to represent and manipulate symbol systems, language, mathematics, music, and to create symbolic products, poems, mathematical proofs, compositions and so on. The personal computer is the most common interactive technology utilised as a teaching machine today. Interactive instruction, via the personal computer, is known by many names and acronyms such as computer-based instruction. Integrated Learning Systems (ILS) and Intelligent Tutoring Systems (ITS), (Polson & Richardson, in Omadora (2014)

The personal computer as a tutor or surrogate instructor has been the subject for much research and evaluation since its development in the late 1970s. The earliest forms of computer-based instruction were heavily influenced by the behavioural psychology of Skinner. These programs were essentially automated forms of programmed instruction. They presented information to the learners' in small segments, required the learners' to make overt responses to the information as stimulus, and provided feedback to the

learners' along with differential branching to other segments of instruction or to drill-and-practice routines. Computers as tutors have positive effects on learning as measured by standardized achievement tests, and were more motivating for learners, accepted by more teachers than other technologies, and were widely supported by administrators, parents, politicians, and the public (Coley, in Omadora2014).

More importantly, there is strong evidence that television is utilised most effectively when it is intentionally designed for education and when teachers are involved in its selection, utilization, and integration into the curriculum (Johnson, in Omadora (2014). In the past, the biggest barrier to the integration of television programs into the classroom was the fixed-time limitation of instructional. Broadcasts, but the widespread availability of video cassette recorders (VCRs) has provided teachers with the ease-of-use and flexibility they require (Mielke, in Omodara2014).

### **2.2. 2 Islam and Instructional Media**

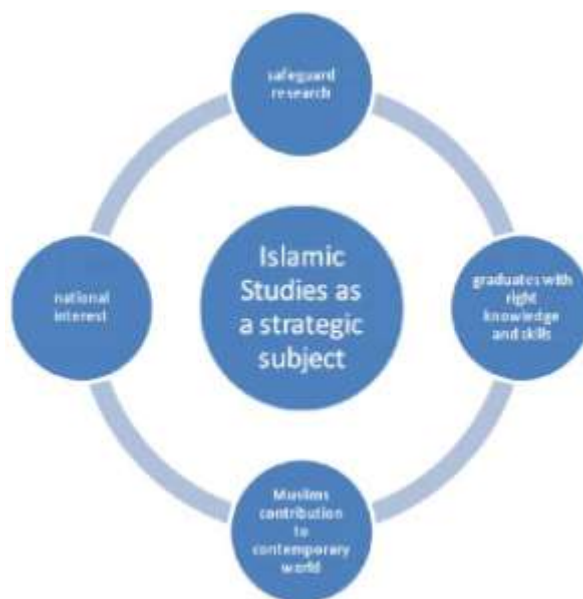
Islam is a religion that embraces all aspects of life. It dealt with modernization in all aspects of human development if it does not contradict Islamic law. Islam accepts the uses of technology in all its totality and ramifications. For instance, it allows calling believers prayers with the loud speaker, tape recording of Quranic verses as well as the hadith of the prophet (saw) and other aspects of devotional actssuch asSalat, Hajj. Manyothers aspect of the religion have accepted the use of instructional media for the propagation, and the teaching learning processes.

Teachers have to practice using ICT that is appropriate to the needs of students taking Islamic Studies. The aim is to ensure that the teachings of Islam are imbibed by students exposed to the subject. The media is a source that can be used to attract the

student's interest and enhance their understanding while prodding them to be more confident in their studies. For example, the use of the multimedia technology enhances the comprehension of the lesson because of its visual and sound impacts on the students. There are many works where multimedia activities are used to support the subject and for classroom presentations (Jaime 2009). The use of the instructional media in the teaching of Islamic Studies is very important so that the material taught becomes more understandable and presentable. As such, the students gain more experience that would enable them to make use of the information easily.

Several factors discourage the usage of educational technology in the processes of teaching learning. Bill Rammel (2007) describes the study of Islamic Studies as a subject of strategic importance in the sense that its teaching should focus on training who would be equipped with right knowledge, attitudes and skills.

Islamic Studies is a subject that embraces all aspect of education.



### **Figure 1: Islamic Studies as a Subject that embraces all aspect of education**

Similarly, it is to show the positive relationship between Islam, Science and Technology. (Abdul- Rahman Saed, 2007). The inclusion of Islamic Studies as a school subject is to create avenues for students to be able to study the subject up to the highest level of education.

#### **2.2.3 The Concept of Academic Performance**

Many attempts have been made to define the concept of academic performance. While some relate academic performance to academic achievement, some relate it to academic outcomes. Therefore, all may mean the same thing. Academic performance refers to the measure of what a learner has comprehended during the period of teaching and learning session. According to Melissa (2009), academic performance refers to how students deal with their studies and how they can cope with or accomplish different tasks given to them by their teachers. This means that academic performance is the ability to study and remember facts and being able to communicate knowledge verbally or write it down on paper.

Aubrey (1999) sees academic performance as an activity that ensures that goals are consistently being met in an effective and efficient manner. He concludes that academic performance is the effectiveness and improvement of students towards specific goals set up to be achieved. Parents care for their children's academic performance because they believe that good academic results would provide more career choice, job security and good moral behaviour.

Academic performance really means three things: (1) the ability to study and ability to study effectively and see how facts fit together and form larger patterns of

knowledge; (2) and ability to think for yourself in relation to facts and (3) Thirdly, the ability to communicate (Coulson, 2008). According to Pruett (2010), academic performance is the level of achievement attained via the combination of inputs from student's motivations and conducts. Adoke (2013) asserts that academic performance is generally referred to how well a student is doing in accomplishing his or her tasks and studies.

Academic Performance Index (2010) reveals that academic performance is how students deal with their studies and responsibilities given to them by their teachers. Louis (2012) defines academic performance as the ability of students to obtain high grades and standard test scores in school courses, especially courses that are part of the core academic curriculum.

It has been observed by Kim and Nam (2010) that mental curiosity has an important influence on academic achievement in addition to intelligence and conscientiousness. Such curiosities can be social networking which include Facebooking and other activities on the social media. The activities may have a greater influence on the academic performance of students, either positively or negatively.

Equally, Tukman (1982), in Johnson (2014), defines academic performance as the apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person. He added that grades clearly depict the performance of a student. Hence, their academic performance must be managed efficiently, keeping in view all factors that can positively or negatively affect their educational performance. He noted that the internet would be of advantage to both the students and their teachers if it is used as a tool for knowledge creation and dissemination. Also, academic performance is defined by

Kobal and Musek, in Johnson (2014), as to the numerical scores of students' knowledge representing the degree of a student's adaptation to school work and the educational system.

### **2.3.1 Theoretical Framework**

This study is guided by three theories: The use and Gratification Theory, Piaget's Cognitive Development Theory and the Multimedia Theory of Learning.

#### **2.3.1.1 The Use and Gratifications Theory**

The Uses and Gratifications Theory is not a single approach but it is a body of approaches developed out of empirical studies in the mid-20th century. It is one of many audience theories recognized in the media. The basic theme of uses and gratifications is the idea that people use the media to get specific gratifications. This is in opposition to the hypodermic needle model that claims that consumers have no say in how the media influences them. The main idea of the Uses and Gratifications model is that people are not helpless victims of the all-powerful media, but that they use the media to fulfill their various needs. These needs serve as motivations for using the media (Haruna, 2016). Blumler and Katz (1974) devised their Use and Gratifications model by highlighting five areas of gratification in the media such as:

1. Escape - some media texts such as video games or animated films allow the user to escape from reality. People know that what they are seeing or relating to is not real and, therefore, can escape from reality and the demands of their real lives. Media texts such as these are enjoyable because they require little concentration.
2. Social interaction - People create personal relationships with the characters in a media text. Potentially, this could become dangerous if people do not question the

reality of such texts. It also creates a common ground for conversation in people's everyday lives.

3. Identity - People often identify a part of themselves in a media text, either through character or circumstance. For example, hair style trends stemming from a magazine feature. This can go a long way in people's ideologies.
4. To Inform and educate –when the audience listen to print and broadcast news gain an understanding of the world around them by consuming a media text.
5. Entertain - some texts are consumed purely for entertainment purposes. In other word, such texts need not have other gratifications.

The use and gratification theory has relevant with the present study, since all are dealing with media that is on what gratification user having after using any kind of media. The above areas of gratification in media as highlighted by the profounder has important role to play in education in terms of social interaction, teacher must interact with the learners for him to deliver the lesson effectively. Identity, with new innovations on information and communication technology student's identifying part of themselves through media character. To inform and educate when the learner listen to media and content gain an understanding of a certain concept which may improve his intelligent quotient (I Q). Entertainment also creates and increase learner's curiosity in the process of teaching and learning.

### **2.3.1.2 The Cognitive Development Theory**

Piaget (1980) is best known for his research on cognitive development. He was a Swiss scholar, who spent most of his life studying the development of children and come up with the “theory of cognitive development”, which give him the guru status in the field

of children's development. Piaget's research placed importance on two major issues: "formation of knowledge" and "increase of knowledge". He believed that the process of thinking is generated from proceeding from the concrete to the abstract. His research on stages of the cognitive development describes types of frameworks for children at different ages. Because each stage of children's development is different, thus learning would be limited as well as learning patterns (Hassan, 2016).

Jean Piaget was one of the most important and influential people in the field of Developmental Psychology. He believed that humans are unique in comparison to animals because we have the capacity to do "abstract symbolic reasoning." His work can be compared to Lev Vygotsky, Sigmund Freud, and Erik Erikson who were also great contributors to the field of Developmental Psychology. Today, Piaget is known for studying the cognitive development in children. He studied his own three children and their intellectual development and came up with a theory that describes the stages children pass through during development (Zangwould, 2004).

### **Piaget's Four Stages of Cognitive Development**

Piaget believed that infants, after birth, would use their innate behavioural patterns to react to the surrounding environment. As he/she encounters a situation, he/she then collates and deals with it through some sort of corresponding cognitive structure. Such behaviour is called "schema".

Schema is neither innate nor acquired but through experience, and series of actions. In the process of adaptation to the environment, schema can achieve the expansion of knowledge through assimilation, accommodation, and equilibration. These behavioural patterns go through continuous integrations and form a network of structures,

called cognitive structure. The cognitive structure changes along with the cognitive development of the subject. Hence, the “theory of cognitive development” would be formed via such a series of changes. According to Piaget’s theory, cognitive development can be divided into four stages. The characteristics of each of the developmental stages would be described below:

- i. **The Sensorimotor Stage:** This refers to the period from birth to age 2. In this stage, children are inclined to perceive the outside world through movements and behaviours, for children must learn to adjust their senses, such as vision, hearing, and touch, etc., in order to form them into a single action or behaviour. The major concept completed in this stage is “object permanence”.
- ii. **The Pre-operational Stage:** This refers to the period from ages 2 to 7. Children in this stage are able to form stable concepts by acting on objects. The most important developmental characteristics include the massive use of languages and symbols, features lie in concreteness, egocentrism, focusing on certain details, and specious logic of reasoning.
- iii. **The Concrete Operational Stage:** This refers to the period from ages 7 to 11. Through a series of mental changes, the egocentrism that occurred in the pre-operational stage would gradually disappear, and children are more willingly to perceive of the others’ viewpoints, able to disperse attention, observe relations among objects, perform logical reasoning, and form the concept of conservation. They also have the ability to reverse, solve specific and real problems that are limited to the actual context of the moment. However, they are at this stage, unable, to perform tasks that require abstract and text logical reasoning.

- iv. **The Formal Operational Stage:** Children begin to enter into the formal operational stage after age eleven (11). During this period, children's cognitive development reaches the peak for the abstract reasoning is present. They begin to think reversely with logics, can operate thinking in concrete objects, and rationally implement abstract and correlative reasoning using objects.

The major belief of the Piaget Cognitive Development Theory of learning is discussed below:

1. Piaget believed that each stage comprises of a unique and basic cognitive structure. In other words, different cognitive structures show obvious class differences in how students solve problems in terms of cognitive performance.
2. the Sequence of class development is fixed, as it cannot be crossed or reversed. Piaget called it the "invariant developmental sequence". Each stage is a must basis of the formation of later stage. All normal children must follow is sequence of development. Therefore, each stage is universal.

However, fixed sequence does not necessarily mean that every child is able to reach the formal operation stage at age 11. Cognitive development of each individual varies along with his/her won social experience, physical maturity and physical experience.

3. Each stage is non-contact or static, but continuous developmental and overlapping. There is no sudden interruption or a brand new start (Hassan 2016)

### **Teaching Principles of Piaget's Cognitive Development**

Piaget believed that an individual's cognition began to develop at infancy and manifest in childhood. The development of education derived the basis of the theory was

called “positive teaching.” The main task for teachers was to inspire students. Teachers should not only assume the role of knowledge instructor, but they should become innovators and researchers. The purpose was to enable children to receive natural and comprehensive developments along with complete personalities.

In Piaget’s theory, the cognitive development of children is initiative. He stressed that knowledge results from the interaction between cognitive individual and environment, which was continuous development and continuous construction during the interaction. By applying the theory to teaching, four principles resulted:

1. Have a full grasp of the characteristics of initiative learning so as design innovative, novel, and confirmative curriculum or teaching principles to stimulate children’s potentials to learn.
2. Match up the sequence of the cognitive development of children: The sequence of the cognitive development of children is fixed. Hence, curriculum or teaching shall be based on the cognitive structures in the development to promote the learning effect.
3. Make good use of cognitive conflicts: This refers to the cognitive conflicts that occurred as the incoming new knowledge is inconsistent with students’ current cognitive structures. Hence, the design of teaching materials must comply with children’s developments of cognitive structures and to provide new curriculum accordingly. This way the curriculum can be absorbed effectively and become more challenging.
4. Adopt interactive principles of learning: Students should be allowed to communicate and exchange ideas with each other in order to establish objective cognition and enable the moral and emotions to raw smoothly(Hassan 2016).

From the above, the researcher find out that cognitive development is structural, connected with a ring after a ring, it is seemingly independent. In fact, it connects with each other and affects each other. Children must go through the above-mentioned fourstages and none can be skipped. Children require real understanding of learning. They cannot rely on teachers to understand the process of dance postures and developmental actions, but through themselves and spontaneous developments. Therefore, you must comply with children's cognitive development in order to help them learn how to dance. Teachers must be familiar with the theory of cognitive development to arrange various structural and non-structural curricular to go along with each of the stages of development. They must know how to make use of reversal hints, how to operate in an environment with full of resources. Teachers also need to provide the proper stimuli to promote students' cognitive abilities. In teachingdance, teachers must grasp the process of children's body development, understand their thinking process, master cognitive characteristics of children's learning, and design curriculum in accordance with children's ages and developmental stages.

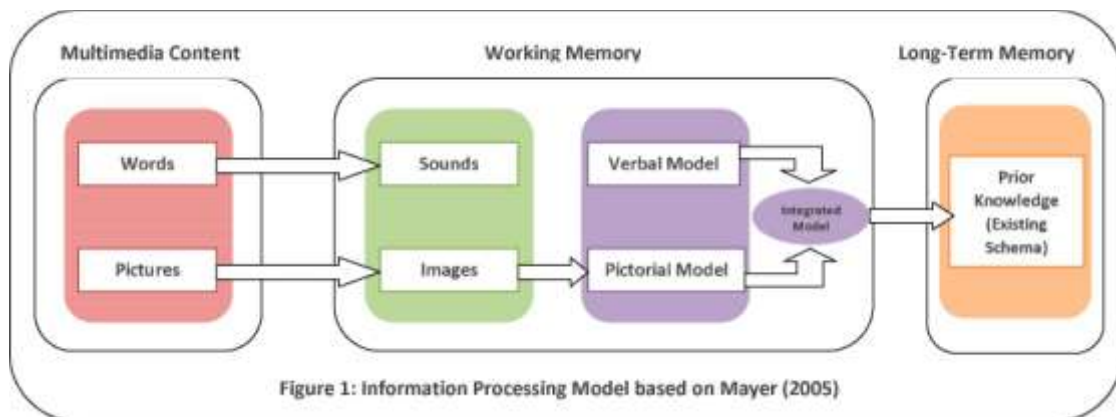
### **2.3.1.3 The Multimedia Theory of Learning**

Mayer's (2001) cognitive theory of multimedia learning proposes that students are able to create a deeper understanding of words when they establish connections between such words and pictures than from word or pictures alone. Mayer's theory regards the learner as a constructor of his or her own knowledge, actively selecting, organizing and integrating relevant visual and verbal information. This theory further claims that information should be presented in such a way that the learners limited working memory resources are employed as efficient as possible. This is especially the case with

multimedia instructions where students have to integrate information from different sources like text, picture, and spoken words. The theory provides useful insights into why different combinations of media can have different effects on comprehension and learning. Mayer focuses on the auditory/verbal channel and visual pictorial channel. He defines multimedia as the presentation of material using both words and pictures.

Equally Mayer (2005), in Omadara (2014), has proposed a cognitive theory model in order to explain the effects of multimedia materials on learning. This is discussed below:

- i. Dual channel assumptions: This is where the learner processes visual and auditory information through separate channels;
- ii. Limited capacity: This is where each learner's working memory is limited but it can process each channel at a time.
- iii. In active processing, learning is integrated as compound information. Mayer's cognitive theory is illustrated in figure 1 below:



**Figure 2: The Information Processing Model Based on Mayer, 2005)**

Mayer emphasized that the relationship between cognitive theory and design of multimedia instruction signifies the two way street between cognition and instructions. Protagonists posit that when the relation between cognitive instructions is a two-way

street, psychologists and educators communicate in ways that are mutually beneficial to both psychological theory and educational practice from this study. Mayer and Moreno, (2005) in Salihu (2015), the scholars have reported that a combination of several multimedia techniques optimize interest in learning, retention, and transfer of knowledge. While the animated explores how the brain processes information through pictures and text, multimedia learning is based on instructional messages designed as verbal and visual formats in the information processing systems.

#### **2.4 Empirical Studies**

Salem's (2000), a study entitled “ The Impact of The Use of Computers As An Assistant In The Teaching of Statistics Education On The Development of Statistical Skills Among Students In Third Grade Secondary Trading ”. The study aimed to identify the effectiveness of using computer as an educational tool in teaching the curriculum of statistics in the development of statistical skills among the third grade commercial secondary school students in the Arab Republic of Egypt. The experiment was conducted on 30 students in the experimental group and 30 students in the control group. The experimental group was taught by computer, while the control group was taught by the traditional method. Results showed significant statistical differences in the average grades of the experimental and control groups in favour of the experimental group after teaching the programmes.

Abu Yuni's (2005) study entitled "The effectiveness of multimedia software in teaching Geometry in the second grade of preparatory schools" was aimed at identifying to the extent multimedia software helps in the academic achievement of the preparatory school students in the subject of Geometry and its remembrance. The sample of

experimental study included 300 male and female students divided into two experimental and control groups. Each group consisted of 150 male and female students. The experimental group was taught by multimedia software programmes that contained a content of the Geometry unit identified by the Ministry of Education in the Syrian Arab Republic. The results showed significant statistical differences in the average of academic achievement of the experimental and control groups in the test conducted after the experiment in favour of experimental group.

Obaid (2001) conducted a study entitled as "A program using multimedia bags to develop the necessary competence of the mathematics head teacher in high schools". This study aimed to identify the effectiveness of programmes using multimedia bags to develop some necessary educational competencies whose number is 41 educational competencies of the mathematics head teacher in the high school in the Arab Republic of Egypt. The experiment has been conducted on one experimental group consisting of 30 resident mathematics head teachers. The academic achievement test has been conducted on the students before and after the test. The study results showed significant statistical differences between pre-test and post-tests in favour of post-test.

Ghazzawi (2002) carried out a study entitled as "The computerized software design, its effects and the effect of the movement variable on the academic achievement of 6th grade primary school students concerning some concepts of pilgrimage". The study aimed to design educational software according to recognized standards and to study its effects and the effect of the movement variable and gender on the academic achievement of 6th grade primary school students concerning some concepts of pilgrimage in Jordan. To this end, specific educational software has been prepared and applied to a sample of

107 male and female students. Who were divided into three processing groups distributed on six branches to find out the influence of the educational software on students' academic achievement and the effect of the variables of movement and gender through a verified achievement tests. The associated variance analysis test is used for post comparison. Results from the study showed significant statistical differences in favour of computational method which involves moving stimuli because of the movement factor.

Abdul-Majid (2002), has conducted a study on "The effects of a proposed program using enhanced multimedia along with computer in teaching Analytical Geometry on acquisition of knowledge and developing the divergent thinking and decision-making skills of the first grade high school students". The research sample included two classes from the first grade high school students, Neda Secondary School for boys and girls in Sohagand. The results are as follows:

- i. There is a difference in the average grades between the experimental group and the control group in favour of the experimental group grades in the academic achievement test.
- ii. There is a difference in the average grades between the experimental group and the control group in favour of the experimental group grades in the test of developing the divergent thinking skills.
- iii. There is a difference in the average grades between the experimental group and the control group in favour of the experimental group grades in the test of decision-making skills.

Abu Nadar (2003) conducted a study entitled as "The effective use of computer on the development of some necessary basic skills to enable the students of technology

education to use video camera". The study aims to measure the effective use of computer on the development of some necessary basic skills to enable the students of technology education to use video camera in the Faculty of Specific Education in Tanta. The study used the experimental method and the sample consisted of 40 students from technology education divided randomly into experimental and control groups. The results of the study showed significant statistical differences at a significance level of 0.05 between the average grade of the experimental group students and the average grade of the control group students in the academic achievement in favour of the experimental group.

Ibrahim (2003) conducted a study entitle: "Using multimedia technology to present computer basics subject in a way that leads to the availability of adequate skills and information related to the computer domain". To this end, the two groups of study were selected randomly from the second year students, Art Education division, Faculty of Specific Education, with a number of 15 students for the experimental group and 15 students for the control group. A pre-test was conducted for both groups regarding the variable of study. Then, the proposed and prepared computer programmes of multimedia technology was prepared and taught to the experimental group. The control group students studied the same curriculum in a traditional method during the period between 28/2/ 2003 and 17/3/2003, after the post-test had been conducted. The delayed academic achievement test was conducted on 7/4/2003. Result of the study showed a significant statistical difference at the significance level of 0.01 between the average grade of the experimental group in the post-application and the delayed post-academic achievement test.

Da'lij (2008) conducted a study entitled "The effects of using Mathematics software produced locally on second grade intermediate female students' academic achievement in Riyadh". The study aims to identify the effects of using multimedia software produced locally on second grade intermediate female students' academic achievement in Mathematics. The study sample consisted of 70 female students divided equally into two experimental groups studying by the locally produced software and a control group studying the traditional method. The study revealed no statistically-significant differences at the significance level of 0.05 between the experimental and control groups.

Atawaim (2000) conducted a study entitled "The effect of using computer on 6th grade primary students in the curriculum of the Arabic language". The study aims to investigate the effect of the computer as an educational tool on students' academic achievement in the Arabic grammar taught to the 6th grade primary students in Riyadh. The study sample consisted of an experimental group including 30 students studied by using computer and a control group including 30 students studied by the traditional method. The study revealed significant statistical differences in students' average academic achievement between the two groups in the level of remembrance and the absence of significant statistical differences in the level of academic achievement and application and the overall test level.

Nasr (2005) carried out a research entitle "Effectiveness of the use of multimedia computer technology in teaching Geometry to the third preparatory grade students on students' academic achievement and the development of innovative thinking". The researcher used the experimental method based on the design of two equal groups. One

of them was experimental which studied the two units of the proposed program that is based on interactive multimedia technology in the "Unit of the Circle" in Geometry book taught to the third preparatory grade students. The other was the control group which taught the same content in the traditional method. Each group was subjected to academic achievement test as well as innovative thinking test before the experiment. The two groups were also subjected to the same tests after the completion of the experimental design. The study resulted in the following:

- i. There are statistically-significant differences between the average grades of the two groups of study (experimental and control groups) at the level of academic achievement in Geometry due to the pattern of the programmes used, which is based on the technology of interactive multimedia at a significance level of 0.01 in favour of the experimental group.
- ii. There are statistically-significant differences between the average grades of the two groups of study (experimental and control groups) in innovative thinking test as for Geometric circle due to the pattern of the program used, which is based on the technology of interactive multimedia at a significance level of 0.01 in favour of the experimental group. This applies to each skill separately as well as the test as a whole.
- iii. The used of programmes is effective in developing students' innovative thinking skills in geometry where the value of ETA to each skill separately in the thinking test was larger than 0.14, and for the whole test as well.

- iv. The percentage of the programmes efficiency was 72% in developing students' academic achievement to geometry and 71% in developing thinking skills in geometry.
- v. The efficiency degrees of the proposed programmes were 60/72, which mean that 72% of the students who studied the program got 60% or more of the final grade in geometry thinking test.

The previous studies showed that most experimental studies stressed the effective use of multimedia as a facilitating strategy as it helps in delivering the educational material to students easily. It also plays a positive role in enhancing the general trend toward the use of computer in education. Multimedia has a positive impact on cognitive achievement, academic achievement, comprehension and application.

The current study is an attempt to support the previous studies in using the experimental method in studying variables. It would help in revealing the impacts of multimedia usage on the performance of Islamic studies students' and its uses in education" Also, it stimulates the activation of multimedia usage in teaching and learning process.

Lawan (2014) conducted a research on the effects of multimedia in the teaching the Islamic studies curriculum on the academic performance of junior secondary school students in Zaria Education Inspectorate Division, Kaduna state. The research design used is quasi-experimental, while the population of the study consisted of JSS II students of seventeen (17) junior secondary schools in Zaria Inspectorate Division with a total number of two thousand, one hundred and sixty-two (2162). The sample size the researcher used is one hundred (100) JSS II Students. The researcher made use of t-test in analysing his data collected from the subjects of the study. Findings revealed that the use

of multimedia strategy was superior to the traditional method of teaching as far as teaching Islamic studies is concern, which there were no significant differences between students exposed to multimedia and those exposed without multimedia it in teaching and learning. From this study, the researcher find out that: by use of multimedia facilities in teaching Islamic studies students seemed to have an effect on their performance through the experiences of learning with multimedia than instructions through traditional print-based teaching method. Use of multimedia facilities provide a solid foundation for students as it took care the ability of different gender and enhance their performance. As such, it not discriminative, using multimedia facilities in teaching ensures high level of performance in the acquisition of knowledge of Islamic studies curriculum.

These studies are relevant to the present study as they were conducted on the use of multimedia in teaching various areas in the field of education in the performance of the students in difference level of education. Among these is one that is related to Islamic studies. The point of divergence with the present study is that, effective use of computer on the development of some necessary basic skills to enable the students of technology education to use video camera, effectiveness of multimedia software to teach Geometry in the second grade of preparatory schools, A program using multimedia to develop the necessary competence of the mathematics head teacher in high schools in Arabs republic of Egypt, Using multimedia technology to present computer basics as a subject in a way that leads to the availability of adequate skills and information related to the computer domain, effect of multimedia in teaching Islamic studies curriculum on academic performance of junior secondary school students in Zaria Inspectorate Division of Kaduna State and so on .The present study would be carried out to investigate the impact

of instructional media usage on performance in Islamic Studies students in senior secondary schools in Taraba State, Nigeria. The previous study was in Kaduna State while the present study is in Taraba state. Equally the level of the students too differ in the previous study as in JSS class while the presents study is in SS class Also, the study was different as it was carried out using ex-post factor, while the present study uses quasi-experimental design. The sample size of the present study is less than the sample size of previous study.

Haruna (2016), conducted a study on the influence of mobile phone usage on academic performance among senior secondary school students in Jalingo, Taraba State, Nigeria. The sample for the study was 300 students selected from the total population of 6,482 students. Stratified sampling technique was employed to select the sample. The Mobile Phone Usage Questionnaire (MPUQ) adapted from Twum (2011), Mathematic Achievement Test (MAT) and English Language Achievement test (ELAT), were the instruments used for this study. Data collected were analyzed using mean, standard deviation, t-test and ANOVA to answer the research questions and hypotheses. The findings of this study, revealed that mobile phone usage significantly influence academic performance among male and female senior secondary school students ( $t = 6.113$ ,  $P = 0.02$ ), age difference was not a significant factor in mobile phone usage on academic performance among senior secondary school students ( $f = 6.431$ ,  $P = 0.022$ ), parents occupation was not a significant factor in mobile phone usage on academic performance among senior secondary school students ( $f = 9.005$ ,  $p = 0.031$ ) and that the frequency of mobile phone usage does not significantly influence academic performance among male and female senior secondary school students ( $t = 8.131$ ,  $p = 0.02$ ). It was recommended

that, school psychologists, teachers, school administrators, parents and students should be sensitized on the influence of mobile phone usage on academic performance among secondary school students irrespective of gender and age differences.

The study has relevance with the present one since they are all dealing with media and students' academic performance of the students in some subjects areas and study was conducted using one aspect of media which is mobile phone usage and how it affects students' performance in English and mathematics. While the present study is on instructional media usage in the process of teaching and learning in Islamic studies as a subject on how this instructional media would enhance the academic performance of the students the previous one uses survey research design while the present's study used Quasi experimental. Therefore there is a need to investigate on impact of instructional media usage on the performance of Islamic studies students in senior secondary schools in Taraba state.

## **2.5 Analytical Framework**

Islamic Studies is also refers to Islamic Education and is a process whereby students learned Islamic theology which embraces all aspect of human life. For effective teaching of the subject instructional media usage has a lion share role to play, these can make teaching and learning more effective and delivery. The study is guided with three theories which all has relevant to the present study on the impact of instructional media usage on academic performance of Islamic studies students in senior secondary schools in Taraba state, Nigeria.

Blumler and Katz (1974) devise their use and gratification theory by highlighting five areas of gratification in media among which include: to inform and educate social interaction, entertain among others. To inform and educate with this learners gain educated by consuming a media text for instance in the case of Islamic studies it assumed that aid of media text students curiosity in learning will be increase.

Social interaction the theory has made it clear on the relationship between sender and the receiver, it creates a common ground for student's activities in the classroom during the process of teaching and learning. Entertainment base on the theory some media text are consumed for entertainment this help in maintaining student's focus in learning and retention of learned concept of Islamic studies.

Jean piaget (1980) is known for studying the cognitive development in children. He stressed that knowledge is resulted from interaction between cognitive individual and environment, which was continuous development and construction during the interaction (teaching and learning). An educational instrument has to be initiative, design innovations and confirmative curriculum or teaching strategies to stimulate student's potentials to learn.

The teaching of Islamic studies should be sequence; the curriculum shall be based on the cognitive structure in the development to promote the learning of Islamic studies effective. The design of the teaching materials must comply with student's developments of cognitive structures and to provide new curriculum, this is why the curriculum has to be absorbed effectively and become more challenging.

In fact the academic performances of Islamic studies students in senior secondary schools in Taraba state is been suffer as a result of non-utilization of instructional media facilities. Therefore to adopt interactive principles of learning, students should be able to communicate and exchange ideas with each other this may establish cognitive and enable moral and emotions to raw smoothly after the treatment (lessons).

Mayer and Moreno (2005), developed information processing model based on how information is been process in the working memory of an individuals. Integration of information from different source like: text, video, audio-visuals among others may improve on the academic performance of Islamic studies students as been demonstrated in the model. When word come out it will give sound and that sound will go direct to the working memory, equally when a student saw a pictorial image of an object it will continue reflecting in the working memory and can be hardly forgotten.

The model did not bring about video image directly, that if properly use it may enhance and unforgettable leaning meaning the cognition and instruction are inter related, indeed when some topic of Islamic studies like: salat, hajj, sirah among others are properly taught may be retentive into the memory of the learners.

Salems (2000) a study title “impact of the use of computer as an assistant in the teaching of statistic education on the development of statistical skills among students in third grade secondary trading” this study was carried out in the Arab Republic of Egypt, the study has relevant with the present study both are dealing with instructional media, and methodology but they do differ in the subject area and as well as the respondent Salems used teachers while the present study used students.

Lawan (2014), study “Effect of Multimedia in the Teaching of Islamic Studies Curriculum on Academic Performance of Junior Secondary Schools Students in Zaria Educational Inspectorate Division Kaduna State, Nigeria.” That of Lawan has similarities with present study in terms of methodology, and subject area. But they do differ in respondent level, geographical location and in homogeneous characteristics in terms of staff, student’s enrolment, provision of equipment among others. Therefore the present study was carried out in Taraba state in the North east geo-political zone of the country, and in senior secondary schools. The present study uses projected video and mp3 device while the previous study use radio as instruments in the treatment plant of the study

In fact instructional media are the material that teachers of Islamic studies are expecting to make use of it in the process of teaching and learning. Without such instruments the teaching of Islamic studies in senior secondary schools in Taraba state may not be effective and properly implemented, these may affect the student’s academic performance as well as limited interest in the subject to the learners. More so if care is not taken the enrolment of students in the subject in senior secondary schools certificate examination may be decreasing.

Therefore based on the review of related literature instructional media usage can be used to compare the performance scores of Islamic studies students taught sirah (Islamic history) using projected video with those taught using conventional method, compare the performance scores of both male and female students taught Islamic studies using audio visual, examine the pre-test and post-test performance scores of Islamic studies student, and compare the score performance of Islamic studies students taught

Qur'an using mp3 device with those taught using conventional method in senior secondary schools in Taraba state, Nigeria.

## **2.6 Summary**

This chapter has reviewed literature under the following headings: conceptual framework, concepts of Islamic Studies, Islamic Studies Curriculum, objective and scope of Islamic Studies Curriculum, importance of teaching Islamic Studies in a Schools, Trend and Development in Implementation of Islamic Studies Curriculum, Concept of Instructional Media, Types of Instructional Media, Concept of Academic Performance, Uses and Gratification Theory Cognitive Development Theory, And Multimedia Theory of Learning, Empirical Review, none of the empirical studies reviewed, showed the impact of instructional media usage on performance of Islamic Studies Students in senior secondary schools in Taraba state Nigeria. However, the present study would be carried out in Taraba state to fill the existing gap. The analytical framework of the study is of two theories: uses and gratification theory, Mayer theory of multimedia and empirical studies, analytical framework and summary.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

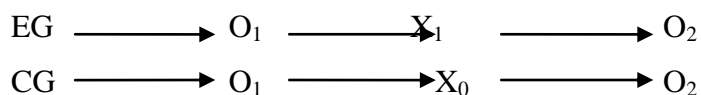
#### **3.1 Introduction**

This chapter explains the research methodology used in carrying out the study. It is made up of the following sub-headings: Research design, population of the study, sample and sampling techniques, Research Instrument, Validity of the Instrument, Pilot Study, and Reliability of the Instrument, Procedure for data collection, and Procedure for data analysis.

#### **3.2 Research Design**

Quasi-experimental design was used comprising two groups, one experimental and the other one control. The experimental group was exposed to instructional media instrument as teaching material and the control group was exposed to the conventional method (chalkboard). A pre-test was administered first to determine the equivalence in the performance of students in the two groups before the treatment. A post-test was administered after the treatment to determine whether the use of instructional media in teaching and learning had an impact on the students taking Islamic studies. The researcher employed this type of design on the basis of the recommendation of Kebe (2010) who says that experimental design is to investigate the possible cause and impact as well as the

relationship between two or more variables by the application of treatment which cannot be resolved by observation or description. The illustration of the design, according to Asika (2010) is presented thus:



Where  $O_1$  is pre-test to experimental group,  $O_1$  is pre-test to the control group,  $X_1$  is treatment,  $X_0$  signifies no treatment.  $O_2$  is post-test for experimental group, while  $O_2$  is post-test for control group. In its simplest form, it requires a pre-test and post-test for the treatment and the comparison group. The study made use of the design because of its suitability to the demands of comparing teaching Islamic studies with instructional media facilities to that of the conventional methods.

### 3.3 Population

The population of the study is made up of all Islamic studies students at the senior Secondary Schools in Taraba state located in different parts of the state. The study covered thirty-seven (37) senior secondary schools, including both male and female Islamic studies student's because they are the respondent and has population of two thousand and eighty-eight (2088) students. Table 2 shows the population distribution as given below:

**Table 2: Population of the Study**

S/N0	Name of schools	Population		Total
		Male	Female	
1	G D S SMuhammaduNya	70	35	105
2	G D S SIware	25	13	38
3	G D S SSabon-Gari	112	50	162
4	G D S SJimlari	10	7	17
5	G D S SWuroSembe	35	17	52
6	G D S SWurosheudo	20	5	25
7	G D S SMagami	71	33	104
8	G D S SSunkani	48	28	76
9	G D S S Hassan	25	15	40
10	G D S SDonadda	10	7	17
11	Government College, Jalingo	50	24	74
12	G D S S Mayo-Renewo	115	27	142
13	G D S S Lau	32	18	50
14	G D S S Central	47	24	71
15	G D S SAbbare	102	40	142
16	G D S S Model	35	12	47
17	G D S SGarin-Dogo	50	16	66
18	G D S SMafindi	43	15	58
19	G D S S Tau	23	08	31
20	G D S SSalihu-Dogo	41	12	53
21	G D S SSibre	10	-	10
22	G D S SKufai	26	09	35
23	G D S SKasuwan-Ladi	22	11	33
24	G D S SKunini	36	23	59
25	G D S SJauroGbadi	32	10	42
26	G D S S Kona	17	03	20
27	G D S SNukkai	24	06	30
28	G D S SDidango Lau	25	11	36
29	G S SS Jalingo	35	17	52
30	G D S SShomo	20	13	33

31	G C S S Jalingo	45	-	45
32	G D S SHowai	17	05	22
33	G D S SSayonti	24	15	39
34	G D S S Kona	14	07	21
35	G S A I S Jalingo	140	60	200
36	G D S SAppawa	23	15	38
37	G D S SMiedi	05	03	08
	Total	1505	583	2088

Source: Taraba State Post Primary Schools Management Board ZMO Jalingo (2016).

### 3.4 Sample and Sampling Technique

Non-probability Purposive sampling technique was used in selecting two schools; GDSS MuhammaduNya Jalingo was used for experimental while GDSS Sunkani Ardo-Kola was used for control group. Intact classes of SS II Students were used. The two schools under study were more or less homogeneous with similar characteristics in terms of staff, provision of equipment, instructional materials and students' enrolment, uniform curriculum and academic calendar. Intact class of SS II Islamic Studies Students formed the sample size of experimental group forty-six (46) in GDSS MuhammaduNya Jalingo and for the control group is thirty-eight (38) in GDSS Sunkani Ardo-Kola making a total of eighty-four (84) students as the sample size of both the groups. Equally the selection of the sample is in line with the population of the study as recommended by Asemah, Gujbawa, Ekhareafo, and Okpanachi (2012), the researcher may decide to choose his or her sample based on what he considers typical cases, which are most likely to provide to him with the data he wants. The sample was, therefore, considered sufficient as suggested by Kebe (2010) that the sample size should be greater or equal to 30 in each group for experimental study. Table 3 shows the sample distribution:

**Table 3 Sample Distribution**

S/No	Class	School	Male	Female	Total	Group
1.	SSII	GDSS Muhd /Nya	27	19	46	Experimental
2.	SSII	GDSS Sunkani	21	17	38	Control
	<b>Total</b>	<b>2</b>	<b>48</b>	<b>36</b>	<b>84</b>	

### 3.5 Instrumentation

The instruments used for the study are teacher made test consisting of forty (40) objective questions used for data collection. They included questions selected from the West African Examination Council (2016) and 2017(WAEC) and National Examination Council (NECO, 2016) and 2017 (NECO) on some selected *suwars* (chapters) from the Quran and topics from *Tarikh* (Islamic history). All of these are in line with the contents of the curriculum. The test was administered to the respondents by the researcher after the practical examination was conducted with the help of two research assistants who are Islamic studies teachers. The test comprised of different types of topics representing aspects of *Quran* and *Tarikh*. Before administering the items, the items were given to seasoned and experienced Islamic studies teachers to ascertain the content validity of the instrument. Equally the practical aspects of teaching the concepts were performed. In the process of delivering, instructional media facilities were used among which include: projected videos, Computer, and MP3 device were used.

#### 3.5.1 Validity of the Instruments

The instrument was validated by the researcher's supervisors in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello

University, Zaria and other research experts in the Department of Educational Foundations and Curriculum. All corrections and observations made were incorporated and effected in the final draft of the instruments. They include both grammar and suitability of the items used to elicit data on the impact of instructional media usage on the performance of Islamic studies students in senior secondary schools in Taraba State.

### **3.5.2 Pilot Study**

The researcher conducted a pilot testing using Islamic Studies Performance Test (ISSPT) where thirty (30) students were used: seventeen (17) male and thirteen female (13) Students. Government day Senior Secondary School Iware, Ardo-Kola was used for control group. Government day Secondary School, Wuro-Sembe Jalingo was used for the experimental group. These schools were selected for the pilot testing because they were not among the schools sampled for the study. But they formed part of the population of the study. The data obtained from the pilot testing was subjected to statistical analysis using Pearsons Product Moment Correlations (PPMC) to determine the reliability coefficient of the instrument.

### **3.5.3 Reliability of the Instrument**

Reliability of the instrument was based on the results collected from the pilot study which was subjected to coding and analyzed using Pearson Product Moment Correlation (PPMC) formula. The result shows a co-efficient of 0.79 which served to be an index between two tests. Based on the universal benchmark for the acceptance of the reliability, the co-efficient obtained signifies that the instrument was reliable.

## **3.6 Procedures for Data Collection**

The researcher collected an introductory letter from the office of the Head of the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria to the respective schools for proper conduct of the research. Pre-test was administered to the experimental and control groups in the respective schools. In the pre-test, instructional media and chalkboard instruments in teaching Islamic Studies Performance Test (IMCBITSSPT) were used for both the experimental group and the control group. Objective questions sheets were provided for the students to fill in the correct answers. The researcher marked the scripts of the instrument to obtain the students' scores before the treatment. The exercise provided the baseline data on students' performance in Islamic Studies. After the pre-test, the students in the experimental group were taught using instructional media facilities, while those in the control group were taught using the conventional method. The treatment was the last of the eight weeks of interactive tutorial lessons on Islamic Studies covering topics, on *Qur'an*, and *Tarikh* (Islamic history). The post-test were administered to both the experimental and the control groups immediately after the completion of the treatments in their respective class with the help of two researches assistants. In the post-test, the instructional media instruments were rearranged and administered to the groups. The exercises provide the post-treatment data on students' performance in Islamic Studies after treatment.

### **3.6.1 Treatment Plan**

The treatment for this study involves the following week-by-week activities:

#### **Week One:**

Firstly, the researcher presented an introductory letter to the sampled schools for permission from the school authorities that were involved for the use of their students and

lesson periods of eight (8) weeks in both the experimental and the control groups. In the first week, the experimental groups have been given the audio visual media performing test and the control groups were given conventional methods in teaching Islamic Studies students' Performance Test to respond to as pre-test under the same condition.

**Week Two:** Students in experimental group were taught Islamic History (the history of the *Jahiliya* period) using projected video. Those in the control group were taught the same contents using the conventional method the same contents used for the experimental group.

**Week Three:** Students in the experimental group were taught Islamic History (Battle of *Badr*) using projected video instrument. Those in the control groups were taught using the conventional method the same contents used for the experimental group.

**Week Four:** Students in the experimental group we taught Islamic History (Battle of *Uhud*) using projected video instrument. Those in the control group were taught using the conventional method the same contents used for the experimental group.

**Week Five:** Students in the experimental group we taught Islamic history *Raida* war (apostasy war) using projected video and *Suratul Takathur* using MP3 device as an instrument. Those in the control group were taught using conventional method the same contents used for experimental group.

**Week Six:** Students in the experimental group were taught *Suratul Qariah* using MP3 device as an instrument. Those in the control groups were taught using conventional method the same contents used for experimental group.

**Week Seven:** Students in the experimental group were taught *SuratulQuraish* and *Suratulfil* using MP3 device instrument. Those in the control group were taught using conventional method the same contents used for experimental group.

**Week Eight:** In the eighth week, post-test was administered to both the experimental and the control groups in all the sampled schools. In this case, the participants were given the instrument that contained forty (40) objectives items to tick the correct answer from letter A-D within 45 minutes. The results collected were analyzed using statistical packages.

### **3.7 Procedure for Data Analysis**

The data collected from the field was subjected to statistical analysis for appropriate interpretations to achieve the set objectives of the study. Both descriptive and inferential statistical techniques were used in the analysis of the data. The bio-data of the respondents were analyzed using the frequencies and percentages, while mean and standard deviations were used to answer the research questions. The inferential statistics of t-test was used to test the hypotheses for the study at 0.05 levels of significance. This agreed with the opinion of Jibril and Nwanmou (2012), that t-test is appropriate when two independent variables have been used in experimental research.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSIONS**

#### **4.1 Introduction**

The chapter presents the data analysis and discussion of results. The data were obtained from senior secondary schools students in the two sampled schools in Jalingo Education Zone, Taraba State. The total sampled size of one eighty-four (84) senior secondary school students was used for the study. Analysis of data collected was done using both descriptive and inferential statistics where mean and standard deviations were used to answer the three research questions. T-test independent was used to test hypotheses one, two and four while paired sample t-test is used in testing hypothesis three. All the null hypotheses were tested at 0.05 alpha levels of significance. The chapter also outlines the major findings of the study.

#### **4.2 Analysis of the Bio-data of Respondents**

The following tables show the frequency and percentage of the bio-data of the respondents:

**Table 4: Group Classification of the Respondents**

<b>Groups</b>	<b>Frequency</b>	<b>Percentage</b>
Control Group	38	45.2%
Experimental Group	46	54.8%
Total	84	100%

Table 4 revealed the frequency and percentage of the respondents based on their group. Accordingly, 38 (or 45.2%) of the respondents live in the control group. The experimental group is made up of 46 (or 54.8%). This shows that both the experimental group and the control group were fairly represented in the study.

**Table 5: Gender Classification of the Respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	27	58.7%
Female	19	41.3%
Total	46	100%

The table above shows the frequency and percentage of the respondents based on gender. 27 (or 58.7%) were male students, while 19 (or 41.3%) are females. This shows balance representation of the gender.

### **4.3 Descriptive Analysis**

This was done by responding and analyzing response to research questions as follows:

**Research Question One:** What are the score of Islamic studies students taught *Sirah* (Islamic history) using projected video and those taught using conventional method in senior secondary schools in Taraba State?

To answer this research question, the scores of the test administered on the students were tabulated on table 6 indicating their observed frequencies, mean and standard deviation.

**Table 6:** showing the scores performances of Students taught *Sirah* (Islamic history) using projected video and those taught using the conventional method

Source	Group	N	Mean	Std. Dev	Std. Error Mean
	Control	38	20.79	4.867	.789
	Experimental	46	30.37	4.464	.658

Table 6 show the mean of 20.79 and standard deviation of 4.867 for the control group. The experimental group had the mean scores of 30.37 with the standard deviation of 4.464. In view of this, it can be inferred that differences existed in the performances of Islamic studies students taught *Sirah* (Islamic history) using projected video and those taught using the conventional method in senior secondary schools in Taraba State.

**Research Question Two:** Audio visual usage does it has impact on the score of both the male and female students in Islamic studies in senior secondary schools in Taraba State?

To answer this research question, the scores of the test administered on the students are given in Table 7 showing their observed frequencies, mean and standard deviation.

**Table 7 Showsthescores performancesof male and femalestudents taking Islamic studies using audio visual media**

Source	Gender	N	Mean	Std. Dev	Std. Error Mean score
	Male	27	30.07	4.206	.809
	Female	19	30.79	4.894	1.123

The descriptive analysis on table 7 shows the mean of 30.07 and standard deviation of 4.206 for the male students. The female students have mean scores of 30.79 with the standard deviation of 4.894. This result revealed that audio visual media usage is gender-friendly in the teaching of Islamic studies students in senior secondary schools in Taraba State.

**Research Question Three:** How can the score of pre-test and port of Islamic Studies Students in senior secondary schools in Taraba state differed?

To answer this research question, the scores of the test administered on the students are given in table 8 showing their observed frequencies, mean and standard deviation.

**Table 8:Showing the score performances differences between the pre-test and Post-test performances of Islamic studies students**

Test	N	Mean	Std. Deviation	Std. Error Mean
Post-test	46	30.37	4.464	.658
Pre-test	46	16.37	4.716	.695

The descriptive analysis in table 8 shows a mean of 30.37 and standard deviation of 4.464 for the post-test result. We have a mean score of 16.37 with the standard deviation of

4.716 for the pre-test result. This result shows at differences exist in the post-test and pre-test performances of Islamic studies students in senior secondary schools in Taraba State.

**Research Question four.** How does the score performance of Islamic Studies Student’s taught Qur’an using MP3 device and those taught with conventional method in senior secondary schools in Taraba State differed?

To answer this research question, the scores of the test administered on the students were tabulated on table 9 indicating their observed frequencies, mean and standard deviation.

**Table 9: Showing the differences of scores performance of Islamic Studies Students taught Qur’an using MP3 device and those with Conventional method**

Test	N	Mean	Std. Deviation	Std. Error Mean
MP3 device	46	40.35	4.494	.678
Conventional method	46	16.37	4.716	.695

The descriptive analysis on Table 9 shows the mean of 40.35 and standard deviation of 4.494 for the post-test result. We have a mean score of 16.37 with the standard deviation of 4.716 for the pre-test result. This result shows the difference exist in the score performance of students taught Qur’an using MP3 device and those with conventional method in senior secondary schools in Taraba State.

#### **4.4 Testing of Hypotheses**

In testing the hypotheses, all the three null hypotheses one and two were tested using independent t-test. Hypothesis three was tested using t-test related sampling. All the three null hypotheses were tested at 0.05 levels of significance.

**Hypothesis One:** There is no significant difference in the performance of Islamic studies students taught *Sirah* (Islamic history) using projected video and those taught using conventional method in senior secondary schools in Taraba State.

Table 9 shows the post-test that was administered to both the control and the experimental groups in order to determine the performance of Islamic studies students taught *Sirah* (Islamic history) using projected video and those taught using conventional method in senior secondary schools in Taraba State.

**Table 10: Summary of independent t-test statistics showing the scores of Students taught *Sirah* (Islamic history) using projected video and those taught using the conventional method.**

Group	N	Mean	SD	Df	$\alpha$	t-cal	t-crit	Sig. (2-tailed)	Decision
Control	38	20.79	4.867	82	0.05	36.2375	25.57	.000	Rejected
Experimental	46	30.37	4.464						

Note: Exp. Means Experimental, while Cont. means Control.

Table 10 reveals the result of independent sample t-test statistics which shows the mean score of 20.79 with the standard deviation of 4.867 for the control group. a mean 30.37 of the experimental group. with the standard deviation of 4.464. The observed t-calculated of 36.2375, while the p-value is 0.000 ( $P < 0.005$ ). The null-hypothesis is rejected because

there was a significant difference in the performance of Islamic studies students taught *Sirah* (Islamic history) using projected video and those taught using conventional method in senior secondary schools in Taraba State.

**Hypothesis Two:** There is no significant difference in the impact of audio visual media on the performance of male and female students of Islamic studies in senior secondary schools in Taraba State.

Table 10 shows the post-test that was administered in order to determine the performance of male and female students taught Islamic studies using audio visual media in senior secondary schools in Taraba State.

**Table 11: Summary of independent t-test statistics showing the scores of male and female students taught Islamic studies using audio visual media**

Gender	N	Mean	SD	Df	$\alpha$	t-cal	t-crit	Sig. (2-tailed)	Decision
Male	27	30.07	4.206	44	0.05	32.29	32.44	.007	Accepted
Female	19	30.79	4.894						

The independent sample t-test statistics on Table 11 shows a mean score of 30.07 with the standard deviation of 4.206 for the male students and a mean of 30.79 and standard deviation of 4.894 for the female students. The observed t-calculated of 32.29, while the p-value is 0.007 ( $P > 0.005$ ). The null-hypothesis is accepted because there was no significant difference in the performance of male and female students taught Islamic studies using audio visual media in senior secondary schools in Taraba State.

**Hypothesis Three:** There is no significant difference between the pre-test and post-test performance of Islamic studies students in senior secondary schools in Taraba State.

To test this hypothesis, the scores of the test administered on the students were tabulated and analyzed, using t-test related sample.

**Table 12: The t-test statistics showing the pre-test and post-test scores of students**

Test	N	Mean	SD	Df	$\alpha$	t-cal	t-crit	Sig. (2-tailed)	Decision
Post-test	46	30.37	4.464	44	0.05	34.8425	23.37	.000	Rejected
Pre-test	46	16.37	4.716						

The independent sample t-test statistics on Table 12 reveals a mean score of 30.37 with the standard deviation of 4.464 for the post-test group and a mean of 16.37 with a standard deviation of 4.716 for the pre-test group. The observed t-calculated is 34.8425, while the p-value is 0.000 ( $P < 0.005$ ). The null-hypothesis is rejected because there was a significant difference between the post-test and pre-test performance of Islamic studies students in senior secondary schools in Taraba State.

**Hypothesis four:** There is no significant difference between performance scores of Islamic Studies Students taught Qur'an using MP3 device and those taught using the conventional method in senior secondary schools in Taraba State.

Table 12 shows the post-test that was administered to both experimental and control group in order to determine the performance of Islamic studies students taught Qur'an using MP3 device and those taught using conventional method in senior secondary schools in Taraba state.

**Table 13: The t-test statistics showing the scores of Students taught Qur'an using MP3 device and those taught using conventional method**

Test	N	Mean	SD	Df	$\alpha$	t-cal	t-crit	Sig. (2-tailed)	Decision
MP3 device	46	40.35	4.494	44	0.05	34.8425	23.37	.000	Rejected
Conventional method	46	16.37	4.716						

The independent sample t-test statistics on table 13 reveals a mean score of 40.35 with the standard deviation of 4.494 for the MP3 device group and a mean of 16.37 with the standard deviation of 4.716 for the conventional method group. The observed t-calculated is 34.8425, while the p-value is 0.000 ( $P < 0.005$ ). The null-hypothesis is rejected because there is a significant difference between the performance of students taught Qur'an with MP3 device and those taught with conventional method in senior secondary schools in Taraba State.

#### **4.5 Summary of Findings**

The following summary emerged from the study that:

1. there is a significant difference in the score performance of Islamic studies students taught *Sirah* (Islamic history) using projected videos and those taught using conventional method in senior secondary schools in Taraba State;
2. there was no significant difference in the score performance of male and female students taught Islamic studies using audio visualmedia in senior secondary schools in Taraba State;
3. there was a significant difference between the post-test and pre-test score performance of Islamic studies students in senior secondary schools in Taraba State; and
4. there is a significant difference in the score performances between Islamic Studies students taught Qur'an using MP3 device and those taught using conventional method in senior secondary schools in Taraba State.

#### **4.6 Discussions of Findings**

In view of the hypotheses tested in the course of this study, the findings can be discussed as follows: Table 9 reveals the result of independent sample t-test statistics which indicate a mean score of 20.79 with the standard deviation of 4.867 for the control group and the mean of the experimental group at 30.37. The standard deviation for the group is 4.464. The observed t-calculated for the control group is 36.2375, while the p-value is 0.000 ( $P < 0.005$ ). The null-hypothesis is rejected because there was a significant difference in the scores of Islamic studies students taught using projected video and those taught using conventional method in senior secondary schools in Taraba State. Similarly, table 6 shows a mean of 20.79 and standard deviation of 4.867 for the control group. The experimental group has a mean score of 30.37 with the standard deviation of 4.464. In

view of this, it can be inferred that differences existed in the score of Islamic studies students taught *Sirah* (Islamic history) using projected media and those taught using the conventional method in senior secondary schools in Taraba State. The result is in line with that of Abu-Yunis (2005) who conducted a study on the effectiveness of multimedia software in teaching Geometry in the second grade of preparatory schools and found significant statistical differences in the average of academic achievement of the experimental and control groups in the test conducted after the experiment in favour of the experimental group.

The independent sample t-test statistics in table 10 reveals a mean score of 30.07 with the standard deviation of 30.79 for the male students and a mean of 30.79, with a standard deviation of 4.894, for the female students. The observed t-calculated of 32.29. The p-value is 0.007 ( $P > 0.005$ ). The null-hypothesis is accepted because there was no significant difference in the scores of male and female students taught Islamic studies using audio visual media in senior secondary schools in Taraba State. The descriptive analysis on table 7 shows the mean of 30.07 and standard deviation of 4.206 for the male students. The female students have a mean score of 30.79 with a standard deviation of 4.894. This result reveals that audio visual media usage is gender-friendly in the teaching of Islamic studies students in senior secondary schools in Taraba State.

Table 11 shows the result of t-test related sample which with revealed a mean score of 30.37, with a standard deviation of 4.464 for the post-test group and the mean of 16.37, with and standard deviation of 4.716 for the pre-test group. The observed t-calculated is 34.8425, while the p-value is 0.000 ( $P < 0.005$ ). The null-hypothesis is rejected because there was a significant difference between the post-test and pre-test

scores of Islamic studies students in senior secondary schools in Taraba State. Similarly, table 8 shows a mean of 30.37 and standard deviation of 4.464 for the post-test result. We have a mean score of 16.37, and standard deviation of 4.716, for the pre-test result. This result shows that difference exists in the post-test and pre-test scores of Islamic studies students in senior secondary schools in Taraba State.

Table 12 reveals a mean score of 40.35 with the standard deviation of 4.494 for the MP3 device group and a mean of 16.37 with the standard deviation of 4.716 for the conventional method group. The observed t-calculated is 34.8425, while the p-value is 0.000 ( $P < 0.005$ ). The null-hypothesis is rejected because there is a significant difference between the scores of students taught Qur'an with MP3 device and those taught with conventional method in senior secondary schools in Taraba State.

This finding agreed with that of Obaid (2001) who conducted a study on a program using multimedia bags to develop the necessary competence of Mathematics of head teachers in high schools shows a significant statistical difference between pre-test and post-test in favour of post-test performance of mathematics head teachers.

Therefore in relation to the research problem instructional media facilities is playing large and influential role in student's academic performance in Islamic studies, retention of learned concept of Islamic studies, increasing students curiosity in learning Islamic studies, particularly in making teaching and learning gender friendly. The use of instructional media facilities developed students interest in the subject and increased Islamic Studies student's enrolment in senior secondary school certificate examinations.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

This study examined the impact of instructional media usage on the performance of senior Secondary School students in Islamic Studies in Taraba State, Nigeria. This study was conducted with the objectives to: ascertain the performance of Islamic studies students taught *sirah* (Islamic history) using projected video and those taught using the conventional method in senior secondary schools in Taraba State; ascertain the impacts of audio visualmedia usage on the performance of both the male and female students in Islamic studies in senior secondary schools in Taraba State,determine the pre-test and post-test performance of Islamic studies students in senior secondary schools in Taraba State; and to investigate into performance of Islamic studies students taught Qur.an with MP3 device and those taught using the conventional method in senior secondary schools in Taraba state.

The study adopted the use of quasi-experimental research and atotal sample size of eighty-four (84) students was used for the study. Analysis of the data collected was done using both descriptive and inferential statistics. Mean and standard deviations were

used to answer the four research questions. T-test was used to test hypotheses one, two and four. Hypothesis three was analyzed using t-test related sample. All the null hypotheses were tested at 0.05 alpha levels of significance. Our finding reveals a significant difference in the performance of Islamic studies students taught *sirah* (Islamic history) using projected video and those taught using the conventional method in senior secondary schools in Taraba State. Results also show no significant difference in the performance of the male and female students taught Islamic studies using audio visual media and those taught using the conventional method in senior secondary schools in Taraba State. We also found that there was a significant difference between the post-test and pre-test performance of Islamic studies students in senior secondary schools in Taraba State. Finally, part of the result shows a significant difference in the performance of Islamic studies students taught Qur'an using the MP3 device and those taught using the conventional method in senior secondary schools in Taraba state.

## **5.2 Conclusion**

The result from the findings of the study, it was concluded that the use of instructional media in teaching Islamic studies in senior secondary schools in Taraba State was very effective as it enhanced students' better performance in the test administered on them. In addition, the use of audio visual in teaching Islamic studies in senior secondary school in Taraba State was found to be gender friendly. It was also concluded that the significant difference exists between the post-test and pre-test performance of Islamic studies students in senior secondary schools in Taraba state. Equally, the result shows a significant difference in the performance of Islamic studies

students taught Qur'an using the MP3 device and those taught using the conventional method in senior secondary schools in Taraba state.

### **5.3 Recommendations**

In view of the findings from this study, recommend that;

1. Government should intensify the efficiency and workability of computer laboratories in senior secondary schools in Taraba state.
2. Islamic studies teachers should be encourage in making use projected videos in teaching Islamic history at all level of Islamic education in Taraba state.
3. The study also recommends the use of MP3 Device in Teaching Qur'an, especially in teaching Qur'anic Recitation at all level of Islamic education in Taraba state.
4. Government should organize workshop for teachers on the effective use of instructional media as a crystal's for effective teaching and learning in senior secondary schools in Taraba state, Nigeria.
5. In-service training should be given to teachers of Islamic studies at all level of education in the state so that Islamic studies teachers will be able to increase and diversify their knowledge by integrating the new knowledge on information and communication technology in the learning of Islamic studies.

### **5.4 Contributions to Knowledge**

The study has madethe following contributions to knowledge:

1. Use of the instructional media would help students to explore other areas of Islamic knowledge on their own.

2. The use of the instructional media would help teachers of Islamic studies to overcome some of the difficulties inherent in the dissemination of the knowledge of Islam to the learners.
3. The instrument used for data collections of the study would help teachers of Islamic studies and other researchers in the dissemination of knowledge of Islam to the learners, and to the researchers it would give them a sense of direction to their study.

### **5.5 Suggestions for Further Studies**

The following suggestions are made for further studies;

1. The study was carried out in some of the public secondary schools. Therefore, it should be extended to cover the teaching of private schools.
2. Another study can be carried out on teacher's attitude toward the use of instructional media in teaching Islamic studies in senior secondary schools to see what the result would look like.
3. Similarly studies can be replicated in other educational zones of the state to see whether the result would be similar or otherwise.
4. Equally, another study on the use of MP3 device and Qur'an text in teaching Islamic studies in junior secondary schools in Taraba state should be carried out.

## REFERENCES

- Abbas, P .G. (2012) Impact of using multimedia to improve the quality of English language teaching. *Journal of language teaching and research*, Vol 3,N0: 6PP.1208-1215.
- Abd al -Ati, H. (1999). *Islam in Focus*.Riyadh, Saudi Arabia: International Islamic Publishing House.
- Abdul Rahman S. (2007).The Importance of Understanding IslamSiddiqui Report, Department for Innovation, Universities and Skills, *UK*
- Abdullahi, M. (1987).The Utilization of Instructional Materials in Some Selected Grade II Teachers Training College in Kaduna State. Unpublished Thesis Submitted to the School of Post Graduate, ABU Zaria.
- Abdul-Majid, D.& Ahmed S, (2002).*The impact of a proposed programmes using multimedia enhanced computer in the teaching of analytic geometry on the achievement of knowledge and the development of thinking skills divergent and decision-making for students of first grade secondary*. South Valley University, College of Education, Sohag.
- Abu Nadar, Ayman, (2003). The Effectiveness of Using a Computer Program in the Development of Some Basic Skills Needed to Operate the Video Camera Technology Among Students in Education, unpublished Master Thesis. Institute of Educational Studies and Research, Cairo.
- Abu Yunis, Alyas, (2005). *The Effectiveness of Multimedia Software for Teaching Engineering in the Second Row Preparatory*, unpublished Ph.D. thesis, University of Damascus, Damascus.
- Academic Performance Index (API). (2015). *Academic Performance Index*.Retrieved From <http://www.greatschools.org/issues/ca/api.html>.

- Adoke, M.I. (2013). Effects of Simulation Games Teaching Strategy on the Academic Performance of Higher Basic Land Students in Civic Education in Kaduna State. A Thesis Proposal Submitted to the Department of Arts and Social Science Education, Ahmadu Bello University, Zaria.
- Ahmad A.I. and Rabi G. I. (2014) Islamic Education Curriculum and Its Historical Evolution In Nigeria: Prospects And Challenges. Oasis International Conference on Islamic Education (OICIE 2014) on 5 November, 2014 at PWTC, Kuala Lumpur positioning and repositioning Islamic education
- Ajidagba, U. A. (n d ). *An overview of the Islamic Education System in Nigeria*. University of Ilorin, Lagos Nigeria.
- Al- Qasim M .Z. (2006). Consensus and Religious Authority in Modern Islam: The Discourses of the 'Ulamā'. *Speaking for Islam* (pp. 153-180).
- Alasoluyi, E.O. (2015). Effect of Computer-Assisted Instruction on the Academic Performance of Students in Economics. A Thesis Proposal Submitted to the Department Educational Foundations and Curriculum, ABU, Zaria
- Aliyu A. (2016) Effects of the Inquiry Method on the Academic Performance Of Junior Secondary Schools Students. A Thesis Proposal Submitted to the Department Educational Foundations and Curriculum, ABU, Zaria
- Aloraini, Ibrahim (2005). Distance learning. Dammam, Kingdom of Saudi Arabia Alretha Press,
- Al-Qaseem, A.( 2006) *Al-amrbilma'arof Wan-NahyuanilMunkrAslun min usooluddeen* N.OP
- Al-Zayid, M. (1999). Women and work in Saudi Arabia: How flexible are Islamic margins?*The Middle East Journal*, 568-583.
- Asemah, E.S, Gujubawa, M., Ekhareafo, D.O, Okpanachi, R.A. (2012), *Research Methods and Procedures in Mass Communication*. Jos: Great Future Press.
- Asika, C.O. (2010). Utilization of previous and current research outcome as a management tool for educational development.*Nigerian Journal of Educational Research*, (2) 53-56. Retrieved from <http://www.act.org/ubiguity.html>.
- Atawam, Abdullah (2000). *The Impact of Computer Use on the Collection of Sixth Grade Students Passed the Primary Rules of The Arabic Language*, unpublished Master Thesis. King Saud University, Riyadh.
- Attas, M. N. (1993). Islam and secularism.*ISTAC*, Kuala Lumpor.

- Aubrey, O. (1999). *Method of Teaching and Nigerian Politicizes*. Imo State: Rigo Press Nig. Ltd
- Ben-Yunus M. (2008). *Issues on Curriculum*. Zaria: Sankore Educational Publisher Company limited.
- Blog, E. (2012). *Classification of Educational Media*. Arizona: Retrieved from, <http://edutech202.blogspot.com/2012/12/classificationofmedia.html#!/2012/12/classification-of-media.html> on August, 1 2013
- Bull, N. J. (1973), *Moral Education*, Wiltshire state, Redwood Press Limited.
- Bunt, G. R. (2009). *Muslims: Rewiring the house of Islam*. University of North Carolina Press. America
- Coulson, A.J. (2008). *Public School Academic Performance. National Trends*: Retrieved from <http://www.schoolchoices.org/roo/academic.html>. 12/12/2014
- Da'alj, Maha, (2008), *The Impact of the Use of Software Decision Math Produced Locally on collection of the average second grade Students in Riyadh* , Unpublished Master Thesis, King Saud University, Riyadh.
- Ekpo, C. M. (2011). ICTs in Nigerian school system shifting from theory to practice. A keynote address presented at the 31<sup>st</sup> annual convention and conference of National Association of Education Management Technology 1,1-7.Lagos.
- Federal Republic of Nigeria (2009). *National Policy on Education*. Yaba, Lagos: NERDC Press.
- Ganbari, A. I. (2017). *Digital instructional media in the 21<sup>st</sup> century*. Ilorin: impresmedia Publisher.
- Ghazzawi, D. & Mohammed, A.(2002). Design Software Learning Computerized Study of their Impact and the Impact of Variable Movement in the Collection of Sixth Grade Students the Basic Concepts of Pilgrimage for Some. *Journal of Educational and Psychological Sciences, Volume III, Issue IV*,
- Haruna, R. (2016). Influence of Mobile Phone Usage on Academic Among Senior Secondary School Students. Unpublished M. Ed. Thesis Submitted to the Department of Educational Psychology and Counselling, faculty of education, Ahmadu Bello University,. Zaria.
- Hassan, A. (2016). Influence of Reflective and Impulsive Cognitive Style on academic adjustment among senior secondary school students in kaduna state, Nigeria. A dissertation submitted to the Department of Educational Psychology and Counselling, faculty of education Ahmadu Bello University. Zaria.

- Ibrahim, W, M.( 2003). The effectiveness of multimedia in teaching basic computer to collect and the survival of the impact of learning of students at the College of Education Quality Master, Egypt.
- Jaime, L., & James, A. (2009).*Constructing childhood: Theory, policy and social practice*. Macmillan. London.
- Johnson, Y. (2014). Impact of whatsApp messenger usage on students' performance in tertiary institution in Ghana.*Journal of Education and Practice* ISSN222-288X Vol.5 NO.6, 2014.2-5
- Kamaluddeen, I. A. (2000)*Manual for Teacher of Islamic studies*.Lagos: Islamic publication Bureau.
- Kareem,A.(2006)*Practical Guide to the teaching of Islamic fundamental* .Al-Mustghafirun Foundation, Lagos, Nigeria
- Katz, E &Blumler, J.G. (1974) '*Utilization of mass communication by the individual*' (Current Perspectives on Gratifications Research) Sage, Beverly Hills, CA.
- Kearsley, E. P& Wainwright, P. J. (2001).Porosity and permeability of foamed concrete.*Cement and concrete research*, 31(5), 805-812.
- Kebe, F.D. (2010).*Basic research concepts for behavioural researchers*. Zaria: RaspaVicko Consultancy Services.
- Kim J, H. & Nam Y (2010). An analysis of self construal's motivation, facebookusers satisfaction. Human-computer. *Journal of Broadcasting & electronic Media*,58,358-376.
- King Fahad S. A. (1411).*The holy Qur'an English translation of the meanings and Commentary* KingFahad Holy Qur'an Printing complex, Al-Madina Al-Munawwarah.
- LawanAbubakar (2014) *Effect of Multimedia In The Performance of JSS Students Islamic Studies In Zaria Inspectorate Division Of Kaduna State*.M.Ed thesis summited to the department of educational foundation and curriculum studies Ahmadu Bello University, Zaria
- Lemu, A. (2002). Religious Education in Nigeria: *Oslo Lagos, Nigeria*.
- Louis, M.O. (2012, November 14). *Academic Achievement Discourse*.Retrieved from <http://www.ascd.Achievemtn-discourse.aspx.html>.
- AqshaLubis.Maimun (2009). Educational Technology as a Teaching Aid on Teaching and Learning of Integrated Islamic Education in Brunei Darussalam. *WSEAS Transactions On Information Science And Applications*.Vol 6(8) 1370-137
- Mayer, R.E. (2001) *Learning and Instruction*. Upper Saddle River, NJ: Prentice Hall.

- Mayer, R.E. (2005) Introduction to multimedia learning. in R. E. Mayer (Ed.). *The Cambridge Handbook of Multimedia Learning*.p.510 New York: Cambridge University Press.
- SalihuMelissa, (2009). *Teacher and Teaching Profession in Nigeria: An Assessment*. In Oyeneeye, O.Y. and Shoremi, M.O. (ND).*Sociology of Education*. P. 35-37 Ibadan: Ogunsanyo Publisher Ltd.
- Muhammad. D. (2011), the Potential Rise of an Islamist youth within 25 January revolts: acase Study of the Muslim Brotherhood Youth(Doctoral dissertation, The American University in Cairo Egypt).
- Muhammad M K (n.d), *Sahih AL-Bukhari Islamic University Al-Madinah Al-Munawwara Dar al-Arabia Publication BeirutLebenon*.
- Nasr, H, A (2005). Study of effectiveness of the use of multimedia technology in the teaching of computer engineering at the third preparatory grade pupil achievement and the development of creative thinking they have, Cairo University. Cairo Egypt
- Niemz, K Griffiths, M, &Banyard, P. (2005). Prevalence of Pathological Internet use among University Students and Correlations With Self-esteem, the General Health Questionnaire (GHQ), and disinhibition. *Cyber Psychology & Behavior*, 8(6), 562-570.
- Njuki, N.G. N (2014). Utilization of instructional media for quality training in pre-primary school teacher training college in Nairobi country, Kenya unpublished PHD Dissertation, Kenyatta University.
- Nkom, A.A (2000).*Instructional Communication for Effective Teaching in University Education*. BI-SHAANN Publishing, Kaduna
- Nkom, A.A. (n.d). *Instructional Media Design and Production*. National Open University of Nigeria Lagos.
- Obaid, J (2001),A Program Using the Bags for the Development of Multimedia Skills Necessary to Prompt the Resident High School Mathematics, unpublished Ph.D. thesis, Institute of Educational Studies and Research, CairoEyppt.
- Olatubosun, A. A &Tanimowo, A. S. (2013). Islamic Studies in Nigeria: Problems and Prospects. *International Journal of Humanities and Social Sciences* (3), 179-186.
- Omodara O.D (2014), Relevance of Educational Media and Multimedia Technology for Effective Service Delivery in Teaching and Learning Processes *IOSR Journal of Research & Method in Education (IOSR-JRME)e-ISSN: 2320-7388,p-ISSN: 2320-737X Volume 4, Issue 2 Ver. 1 (Mar-Apr. 2014)*[www.iosrjournals.Org](http://www.iosrjournals.Org)20<sup>th</sup>july 2017

- Onwuka, U. (1996). *Curriculum Development for Africa*. Onitsha: African Fed Publishers Ltd.
- Owoeye, S.J.,andOlatude. P. (2011). *School facilities and academic achievement of students in Ekiti state*. *Online journal:www.cce.org/ass,7(7)*. 15 july, 2016
- Pruett,V.S. (2010).Student Characteristics, Sense of Community, and Cognitive Achievement in Web-based and Lab-Based Learning Environment. *Journal of Research on Technology in Education, 39, (2), 205-223*.
- RammelB (2007). "The Importance of Understanding Islam".Siddiqui Report Department for Innovation, Universities and Skills, UK
- Salem, H (2000).The Impact of The Use of Computers As An Assistant In The Teaching of Statistics Education On The Development of Statistical Skills Among Students In Third Grade Secondary Trading. Unpublished MA Thesis, University of Ain Shams, Cairo Egypt
- Thomas, C.R (2013).*The Impact of Media and Technology in Schools*. Georgia: Research Report, Retrieved from [it.coe .uge.edu/9treeves.pdf](http://it.coe.uge.edu/9treeves.pdf) July, 31/13
- Vaughan T. (2001). *Multimedia: Making it work*. 5<sup>th</sup>ed. New York, Osborne/McGraw-Hill.
- Webcrawler, C. (2013).Definition of Educational Media. California: Retrieved from <http://www.ask.com/question/meaning-of-educational-media> on August, 1 2013.
- Winn, W., & Snyder, D. (2001).*Mental representation.The handbook of research for educational communications and technology*.lindo Enterprises 4 Ovim Street Obiagu Enugu.
- Yoon J. &HoonS..(2009). *A Study on the Direction of Education to Prevent Multimedia Illiteracy*. Korea: Retrieved from <http://www.images.adobe.com> on August 1, 2013.
- Yusuf A (2013) *Media Resources and Services in Information Work*.Ahmadu Bello University Press, Zaria.
- Yusuf, H. O. (2012). *Fundamentals of Curriculum and Instruction*. Kaduna: Joyce Graphic printer and publishers.
- Zangwould, L. M., Bowd, C., &Weinreb, R. N. (2004).Comparison of the GDx VCC Scanning Laser Polarimeter, HRT II ConfocalScanning Laser Ophthalmoscope, and Stratus OCT Optical Coherence Tomographfor the Detection of Glaucoma.*Archives of Ophthalmology, 122(6), 827-837*.

## APPENDIX A

### LESSON PLANS FOR EXPERIMENTAL GROUP OF TEACHING SS II ISLAMIC STUDIES

#### LESSON ONE

Name of teacher	Sulaiman Bashir Adamu
Subject	Islamic Studies
Topic	Islamic History
Sub-Topic	Brief history of the <i>Jahiliya</i> period
Class	SS II
Age	15 - 25years
Duration	40 minutes
Instructional Materials	projected video
Behavioural Objectives	At the end of the lesson, students should be able to: i. Mention the names of Arabs leaders ii. Describe the nature of Arab life before the advent of Islam iii. List two businesses of the Arabs iv. List three lessons of the history
Previous Knowledge	Students have been taught the performance of <i>salat</i> .

Introduction	<p>Teacher introduces the lesson by asking students questions based on the previous lesson:</p> <ul style="list-style-type: none"> <li>- List two conditions governing the performance of <i>salat</i></li> <li>- Which of the <i>Salat</i> has three <i>raka'at</i>?</li> </ul>
Presentation	<p>Teacher presents the lesson through the following steps:</p>
Step I	<p>Teacher switches on the computers and allows it to boot. He inserts the CD plate in the computer and shows the Students the first segment of the video showing the Arabs leader of the then, while the teacher is explaining from the projected video.</p>
Step II	<p>Students watch the second segment of the projected video showing the nature of the Arabs life before the advent of Islam. And teacher makes an explanation after viewing the projected video.</p>
Step III	<p>The students watch the third segment of the projected video showing the Arabs business during the <i>Jahiliyya</i> period, the teacher made an explanation after the show. The list some of the teaching from the lessons</p>
Step IV	<p>Teacher gives room to the students to ask questions based on the topics treated.</p>
Students 'Activity	<p>Teacher allows the students to make contributions from what they watch in the video.</p>
Evaluation	<p>Teacher asks students to:</p> <ol style="list-style-type: none"> <li>i. Who is the custodian of the ka'abah?</li> <li>ii. How many idols are there in the ka'bah</li> <li>iii. How is circumambulation of ka'bah observed?</li> <li>iv. Give us two lessons learnt from the lesson.</li> </ol>
Summary and Conclusion	<p>Teachers re plays the video to the learners for more understanding, especially of the slow learners.</p>

## LESSON PLANS PREPARED FOR TEACHING SS II ISLAMIC STUDIES

### LESSON TWO

Name of teacher	Sulaiman Bashir Adamu
Subject	Islamic studies
Topic	Islamic History
Sub-Topic	Battle of <i>Badr</i>
Class	SS II
Age	15 – 25 years
Duration	45 minutes
Instructional materials	projected video
Behavioural Objectives	At the end of the lesson, students should be able to: <ol style="list-style-type: none"><li>List the names of some of those who were involved in the battle both the Muslims and idols worshipers</li><li>Describe the nature of the battle</li><li>Mention lessons from the battle</li></ol>
Previous Knowledge	Students have been taught on the <i>Jahiliya</i> period
Introduction	Teacher introduces the lesson by asking questions based on the previous knowledge. <ol style="list-style-type: none"><li>What is the other name for the <i>Jahiliya</i> period?</li><li>List two classifications of the Arabs</li><li>Give us two teachings of the battle.</li></ol>
Presentation	Teacher presents the lesson through the following Steps:  Step I Teacher sets the video projector to the students, students watched the first segment of the battle, which come up in dual challenge fight were three people from both side come out for the battle. Students have heard the names of the people from

	the video, among which include: <i>Abu Yazeed, Hamzaibn Abdul-Mutalib</i> among others.
Step II	Students watch the second segment of the battle, which is been mix-up between the groups. After they watched, teacher made some explanation to the students
Step III	Teacher point out some of the teachings of the battles of the <i>Badr</i> to the students in reference to the video projector on how the captive were treated by the Muslims
Students' Activity	The teacher guides the students to identify those who died in the battle among the Muslims and the non-Muslims; and their contributions from what they have seen the video.
Evaluation	Teacher evaluates the lesson through the following questions: <ol style="list-style-type: none"> <li>1. Who are the first people to coming out for dual fight in the battle of <i>Badr</i>?</li> <li>2. Who killed <i>UmmayatIbnKhalaf</i>?</li> <li>3. How many people were captured as prisoners in the battle?</li> <li>4. How they were treated by the companions of prophet (SAW)?</li> </ol>
Summary and Conclusion	Teacher summarize the lessons and allows students to watch some segments of the video for more understanding.

## LESSON PLANS PREPARED FOR TEACHING SS II ISLAMIC STUDIES

### LESSON THREE

Name of teacher	Sulaiman Bashir Adamu
Subject	Islamic studies
Topic	Islamic History
Sub-Topic	The Battle of <i>Uhud</i>
Class	SS II
Age	15 - 25yrs
Duration	45 minutes
Instructional materials	A projected video
Behavioral Objectives	At the end of the lesson, students should be able to: <ol style="list-style-type: none"><li>Identify the nature of the battle.</li><li>Identify the effects of disobeying a leader</li><li>List those that were involved and their roles in in the battle.</li><li>List the names of prominent people that died in the battle field.</li></ol>
Previous Knowledge	Students have been taught of the causes, effects, and the nature of the battle.
Introduction	Teacher introduces the lesson by asking the following questions: <ol style="list-style-type: none"><li>Who was the first person that died in the battle of <i>Badr</i>?</li><li>what is the name of the slave <i>Ummayat Ibnkhalaf</i></li><li>Mention two lessons of the battle of <i>Badr</i>?</li></ol>
Presentation	Teacher presents the lesson through the following Steps:  Step I The students watch the video projector on how the idols worshiper lamenting, on how they have

be defeated in the battle of *Badr*, and promising that they definitely revenge in another battle. Students, equally watched the video on the black slave in person of *wahshiyu* have been promised by his master that if he kill *Hamza* then he is free from slavery, which he did.

Step II

Teacher projected the video to the students showing them the companions of the Prophet Muhammad (SAW) who were to remain in the position, not come down by any circumstances, but they disobeyed the instructions given to them that is how they were defeated.

Step III

Teacher mentions the names of those who were involved in the battle from both sides (Muslims and non-Muslims alike) among which include: *Hamza ibn Abdul mutallib, Abu Safiyan, Khalid Ibn Walid, Abubakr Siddiq* among others.

Students' Activity

Teacher allows students to watch the video again, then to make their contributions from what they have watched from the video.

Evaluation

Teacher asks students the following questions:

- i. With who *Aliy ibn Abi Thalib* come for dual fight in the battle
- ii. Who killed *Hamza* (RA)
- iii. What is the English meaning of *Ghanimah*?

Summary and Conclusion

Teachers summarizes the lesson by pointing out some areas of emphasis in the video.

## LESSON PLANS PREPARED FOR TEACHING SS II ISLAMIC STUDIES

### LESSON FOUR

Name of teacher	Sulaiman Bashir Adamu
Subject	Islamic studies
Topic	Qur'an
Sub-Topic	<i>SuratulQari'aht</i>
Class	SS II
Age	15 – 17 years
Duration	45 minutes
Instructional materials	MP3 device as an Instructional Media
Behavioural Objectives	At the end of the lesson, students should be able to: <ol style="list-style-type: none"><li>i. Recite the surah</li><li>ii. Memorise the surah</li><li>iii. Identify and state the lessons taught by the surah</li><li>iv. Translate the Surah in to English</li></ol>
Previous Knowledge	Students have been taught about the Battle of <i>Badr</i> , and Battle of <i>Uhud</i> .
Introduction	Teacher introduces the lesson by asking the students questions based on the previous lesson
Presentation	Teacher presents the lesson through the following Steps:  Step I Teacher sets the MP3 device on the recitation of the surah and helps the learners to master how to pronounce some words correctly as it has been hear to from the MP3 device.  Step II Teacher re-plays an audio tape of the surah, Students repeat the recitation after the recitation from the MP3 device, and teacher translates the surah to the class.

Step III	Teacher points out some areas of difficulties that the students had in the process of the recitation of the surah. He lists the lessons from the surah.
Step IV	Teacher allows students to read the surah after the recitation from the audio tape.
Students 'Activity	Teacher allows the students to read the surah follow by its English translation.
Evaluation	Teacher asks students the following questions: <ul style="list-style-type: none"> <li>i. Recite the surah.</li> <li>ii. Translate verse number three of the surah into English.</li> <li>iii. Give two teachings of the surah</li> </ul>
Summary and Conclusion	Teachers summarized the lessons from the surah to the learners for more understanding.

## LESSON PLANS PREPARED FOR TEACHING SS II ISLAMIC STUDIES

### LESSON FIVE

Name of teacher	Sulaiman Bashir Adamu
Subject	Islamic Studies
Topic	Islamic History
Sub-Topic	<i>Ri'ddah</i> (Apostasy Wars)
Class	SS II
Age	15 – 25 years
Duration	45 minutes
Instructional Materials	A projected video
Behavioral Objectives	At the end of the lesson, the students should be able to: <ol style="list-style-type: none"><li>i. Describe the secession from Islam.</li><li>ii. Mention names of the false prophet.</li><li>iii. List the causes of Apostasy as noted during the class encounter.</li></ol>
Previous Knowledge	Students have taught previously <i>suratulQari'ah</i> and the Battle of <i>Badr</i> .
Introduction	Teacher introduces the lesson through the following questions: <ol style="list-style-type: none"><li>i. Recite <i>suratulQari'ah</i></li><li>ii. List two lessons from the battle of <i>Badr</i></li><li>iii. Mention the names of prophet (SAW) companions who died in the battle of <i>Uhud</i></li></ol>
Presentation	The teacher presents the lesson through the following Steps:  Step I students watched the projected video seen the secession from Islam on how the rebels threatened the very existence of the infant faith. Students watch the video seen the following false prophets with

their followers: *Museilimah*, a man of the tribe of *Banu Hanifin Yamamah* declared himself a prophet and gathered a large following, a Christian woman named *Sajah* laid claim to the prophetic office and established herself as a prophetess of the *Banu Tamim* tribe of *Yamamah*, among others.

Step II

With the aid of the video, he identifies them with their followers and how the leader of the Muslims army one of *Khalid Ibn Walid* dealt with them accordingly.

Step III

The students watch the video on the causes of the apostasy war. And how the *calipha* of the Muslims called them back to Islam so that they will be free but they refuse. the teacher pointed out some of the factors responsible for the unfortunate incident which include:

- i. Islam brought about a mighty revolution in the religious, social and political life of the *Arabias*. The apostasy of the Arabs was a reaction which usually follows every great change in society.
- ii. The strict rules of morality and discipline enforced by Islam were too great for the Beduins, to be followed and these did not convey much meaning to them.

Students' Activity

Teacher guides the students to make their contributions to indicate what they have learnt from the class encounters.

Evaluation

Teacher evaluates the lesson by asking students questions such as:

- i. What is the name of the Christian woman that claimed to be a prophet?
- ii. Who killed *Musailimatulkazzab*? Among others.

#### Summary and Conclusion

Teacher concludes the encounter by summarizing the lesson for easier understanding of the learners by re playing the projected video of the battle.

## LESSON PLANS PREPARED FOR TEACHING SS II ISLAMIC STUDIES

### LESSON SIX

Name of teacher	Sulaiman Bashir Adamu
Subject	Islamic studies
Topic	<i>Qur'an</i>
Sub-Topic	<i>SuratulTakathur</i>
Class	SS II
Age	15 – 25 year
Duration	45 minutes
Instructional Materials	MP3 device as an Instructional Media instruments
Behavioral Objectives	At the end of the lesson, students should be able to: <ul style="list-style-type: none"><li>i. Read the surah perfectly</li><li>ii. Memorise the surah.</li><li>iii. Translate the surah</li><li>iv. Identify and state the teachings of the surah.</li></ul>
Previous Knowledge	Students have been taught Islamic history and <i>SuratulQari'ah</i> in our previous lessons.
Introduction	Teacher introduces the lesson through asking students questions based on previous knowledge such as: <ul style="list-style-type: none"><li>1 List two names of the companions of prophet Muhammad (SAW) that participate in battle of <i>Badr</i>.</li><li>2 Read <i>SuratulQari'ah</i></li><li>3 List two teachings of <i>SuratulQari'ah</i>.</li></ul>
Presentation	Teacher presents the lesson through the following Steps: <ul style="list-style-type: none"><li>Step I</li></ul> Teacher sets the MP3 device on the recitation of the surah and helps those (students) on how to

	pronounce some word correctly as they have been heard them from the MP3 device.
Step II	<p>The students were guide to re play the recitation of the surah.</p> <p>Students repeat the recitation after the recitation from the MP3 device.Students recite the surah several times. Teacher translates the surah into English to the learners.</p>
Step III	Teacher points out some areas of difficulties that the students had in the process of teaching and learning, and mentions the lessons learnt from the surah.
Step IV	Teacher allows students to read the surah after the MP3 device.
Evaluation	<p>students were asked to:</p> <ol style="list-style-type: none"> <li>1 Recite the surah.</li> <li>2 Read out the English translation of the Surah.</li> <li>3 Identify two teachings from the Surah.</li> </ol>
Summary and conclusion	Teacher summarized the lesson to the learners for more understanding of the lesson especially the slow learners.

## LESSON PLANS PREPARED FOR TEACHING SS II ISLAMIC STUDIES

### LESSON SEVEN

Name of teacher	Sulaiman Bashir Adamu
Subject	Islamic studies
Topic	<i>Qur'an</i>
Sub-Topic	<i>SuratulQuraish</i>
Class	SS II
Age	15 – 25 years
Duration	45 minutes
Instructional Materials	MP3 device as an Instructional Media instruments
Behavioral Objectives	At the end of the lesson, students should be able to: <ol style="list-style-type: none"><li>Read and memorisethe surah.</li><li>Translate the surah</li><li>Identify teachings of the surah</li></ol>
Previous Knowledge	Students have been taught on <i>SuratulQari'ah</i> during our previous lessons.
Introduction	The lesson was introduces to the students to answer the following questions: <ol style="list-style-type: none"><li>What are the effects of victory at the <i>Badr</i>?</li><li>Recite<i>Suratul Qari'ah</i></li><li>Battle of <i>Badr</i> was fought in which year of the Islamic calendar?</li></ol>
Presentation	Teacher presents the lessons through the following step: <ol style="list-style-type: none"><li>Step I Teacher set the MP3 device and played the recitation of the surah to the learners (students) and recite the surah for the first time to them</li><li>Step II Teacher recites the surah to the learners for the second time while the students were listening to the Teachers recitations and equally after that students</li></ol>

	recite after the teachers recitations, then the teacher translate the surah to the learners.
Step III	Teacher allows the students to recite the surah and be pointing areas they have difficulties and then explain on the commentary of the surah as well as identify the lessons of the surah to the learners
Students' Activity	Teacher guides the students to therecitation of the surah, as well as reading the English translation of the surah.
Evaluation	The students were asked to: <ul style="list-style-type: none"> <li>i. Recite the surah?</li> <li>ii. Read the English translation of the surah?</li> <li>iii. List two teachings of the surah</li> </ul>
Summary and Conclusion	Teacher summarize the lesson to the students. For more understanding

## LESSON PLANS PREPARED FOR TEACHING SS II ISLAMIC STUDIES

### LESSON EIGHT

Name of teacher	Sulaiman Bashir Adamu
Subject	Islamic Studies
Topic	Qur'an
Sub-Topic	<i>SuratulFil</i>
Class	SS II
Age	15 – 25 years
Duration	45 minutes
Instructional Materials	A MP3 device of the recitation of the surah as an instructional materials or Teaching Aids
Behavioral Objectives	At the end of the lesson, students should be able to: <ol style="list-style-type: none"><li>Read the surah perfectly</li><li>Memorise the surah.</li><li>Translate the surah</li><li>Identify the lessons of the surah</li></ol>
Previous Knowledge	Students have taught on Islamic history and <i>SuratulQari'ah</i> in our previous lessons
Introduction	The lesson was introduces to the students to answer the following questions: <ol style="list-style-type: none"><li>List two names of the prophet Muhammad (SAW) companions that participate in battle of <i>Badr</i></li><li>Read <i>SuratulQari'ah</i>?</li><li>Read the English translation of the surah</li><li>List two teachings of the surah.</li></ol>
Presentation	Teacher presents the lesson through the following Steps:  Step I Teacher sets the MP3 device on the recitation of the surah and helps the learners on how to how to

	pronounce some words correctly as it been heard to from MP3 device.
Step II	Teacher re plays an audio of the recitation of the surah; students repeat the recitation after the recitation from the MP3 device.
Step III	Teacher pointes out some areas of difficulties that the students had in the process of the recitation of the surah He translate the surah into English to the students and list he list lessons from the surah.
Step IV	Teacher allows students to read the surah after the audio device.
Evaluation	the students were asked to: <ol style="list-style-type: none"> <li>1. Recite the surah.</li> <li>2. Identify two lessons from the surah</li> <li>3. Read the English translation of the surah?</li> </ol>
Summary and conclusion	the whole lesson was summarized to the students for more understanding.

**APPENDIX B**  
**LESSON PLANS FOR CONTROL GROUP OF TEACHING SS II ISLAMIC**  
**STUDIES**

**LESSON ONE**

Name of teacher	Sulaiman Bashir Adamu
Subject	Islamic studies
Topic	Islamic history
Sub-Topic	Brief history of the <i>Jahiliya</i> period
Class	SS II
Age	15 - 25years
Duration	40 minutes
Instructional Materials	ChalkBoard
Behavioural Objectives	At the end of the lesson, students should be able to: <ul style="list-style-type: none"> <li>i. Mention the names of Arab leaders</li> <li>ii. Describe the nature of the lives of Arabs</li> <li>iii. List two businesses of the Arabs</li> <li>iv. List three lessons of the history</li> </ul>
Previous Knowledge	Students have been taught the performance of Salat.
Introduction	Teacher introduces the lesson by asking the students questions based on the previous lessons such as: <ul style="list-style-type: none"> <li>- List two conditions for performing Salat</li> <li>- Which of the Salat has three <i>raka'at</i>?</li> </ul>
Presentation	Teacher presents the lesson through the following steps: <ul style="list-style-type: none"> <li>Step I Teacher explains the meaning of <i>Jahiliyya</i> period to the students and mentioning names of the Arabs leaders.</li> <li>Step II Teacher explains the nature of the Arab life before the advent of Islam, to the learners with the used of conventional methods.</li> <li>Step III Teacher explains of the Arabs business, and identified the benefit of the lesson to the life of the Muslim <i>Ummah</i>.</li> <li>Step IV Teacher gives room to the students to ask questions based on the topic treated.</li> </ul>

Students' Activity	Teacher allows the students to make their contributions to the lesson.
Evaluation	Teacher asks students the following questions: <ul style="list-style-type: none"> <li>i. Who is the custodian of the ka'abah?</li> <li>ii. How many idols were in the ka'bah</li> <li>iii. How is circumambulation of the ka'bah done?</li> <li>iv. State two lessons learnt during the interaction.</li> </ul>
Summary and Conclusion	Teachers concludes by briefly reviewing the main points and difficult areas in the topic; and allows them to copy the summary not on the chalkboard.

## LESSON PLANS PREPARED FOR TEACHING SS II ISLAMIC STUDIES

### LESSON TWO

Name of teacher	Sulaiman Bashir Adamu
Subject	Islamic Studies
Topic	Islamic History
Sub-Topic	Battle of <i>Badr</i>
Class	SS II
Age	15 - 25years
Duration	45 minutes
Instructional materials	Chalk Board
Behavioural Objectives	At the end of the lesson, students should be able to: <ol style="list-style-type: none"><li>i. List the names of Muslim who died in the battle</li><li>ii. Describe the causes of the battle</li><li>iii. mention lessons from the battle</li></ol>
Previous Knowledge	Students have been taught on <i>Jahiliya</i> period the life of Arabs before the advent of Islam
Introduction	Teacher introduces the lesson by linking the new lesson with the previous knowledge.
Presentation	Teacher presents the lesson through the followingSteps:  Step I Teacher explains the causes of the battle of <i>Badr</i> to the students. Among which the <i>Quraish</i> carried on systematic raids against the Muslims. They destroyed the cornfield in the outskirts of <i>Madinah</i> and killed the Muslims working in the fields. And so on and so forth.  Step II Teacher explains the names of those involved in the battle such as: <ol style="list-style-type: none"><li>i. <i>Abubakar (RA)</i>,</li></ol>

	<ul style="list-style-type: none"> <li>ii. <i>Abu sufyan (sayyidul Abu Shamsy) (RA)</i>,</li> <li>iii. <i>Umar ibnkhatab(RA)</i>,</li> <li>iv. <i>UmmayatuIbnKhalaf</i>, among others.</li> </ul>
Step III	<p>Teacher identifies the teaching of the battle to the life of the Muslims <i>Ummahto</i> the learners among includes:</p> <ul style="list-style-type: none"> <li>i. good intentions</li> <li>ii. Courageousness etc.</li> </ul>
Step IV	<p>Teacher lists the names of some of during the battle among includes:</p> <ul style="list-style-type: none"> <li>i. <i>UmmayatuIbnKhalaf</i></li> <li>ii. <i>Abu Jahl</i> etc.</li> </ul>
Students ‘Activity	<p>Teacher allows the students to mention the name of those who died in battle among the Muslims and non-Muslims</p>
Evaluation	<p>Teacher evaluates the lesson through the following questions:</p> <ul style="list-style-type: none"> <li>i. Who are the first three persons had come out in the battle for dual fight?</li> <li>ii. Who kill <i>UmmayatIbnKhalaf</i>?</li> </ul>
Summary and Conclusion	<p>Teacher concludes by briefly reviewing the main points and allow them to copy the summary note on the Chalkboard.</p>

## LESSON PLANS PREPARED FOR TEACHING SS II ISLAMIC STUDIES

### LESSON THREE

Name of teacher	Sulaiman Bashir Adamu
Subject	Islamic Studies
Topic	Islamic History
Sub-Topic	Battle of <i>Uhud</i>
Class	SS II
Age	15 - 25years
Duration	45 minutes
Instructional materials	Chalk Board
Behavioral Objectives	At the end of the lesson, students should be able to: <ol style="list-style-type: none"><li>Identify the nature of the battle.</li><li>Identify the effects of disobeying a leader</li><li>List the names and roles of those that were involved in the battle.</li><li>List the names of prominent people that died in the battle field.</li></ol>
Previous Knowledge	Students have been taught about the causes, effect, and the nature of battle.
Introduction	Teacher introduces the lesson by asking the following questions: <ol style="list-style-type: none"><li>Who was the first person that died in the battle of <i>Badr</i>?</li><li>What is the name of the slave of <i>UmmayatuIbnKhalaf</i>?</li><li>Mention two lessons of the battle of <i>Badr</i></li></ol>
Presentation	Teacher presents the lesson through the following Steps:  Step I Teacher explains the causes of the battle of <i>Uhud</i> . The <i>makkans</i> could not forget the defeat and

humiliation at *Badr*. They resolved to have revenge and exterminate the Muslims. So in the third year of *Hijra*, *Abu-Safiyan* advanced towards *Madinah* with an army of 3,200. A body of *Quraish* women took part in this expedition. The *Quraish* army encamped in the plain at the foot of the hill of *Uhud* and prepared for the battle.

Step II

Teacher explain the causes of disobedient of prophet Muhammad (SAW) by his companion in not following his instructions to remain in the mountain not to come down by any circumstances, but they disobey the prophet (SAW) instructions.

Step III

Teacher explain the name of those who are involved in the battle from both side (Muslims and non-Muslims)

Students' Activity

Teacher allows students to make their contribution from what they learned from the lesson.

Evaluation

Teacher asks students the following questions:

- What is the name of non-Muslim commander in the battle?
- Who killed *Hamza* (RA)
- What is the English meaning of *Ghanimah*?

Summary and Conclusion

Teachers summarizes the lesson, to the learners for more understanding and, allows students to copy note on the chalkboard.

## LESSON PLANS PREPARED FOR TEACHING SS II ISLAMIC STUDIES

### LESSON FOUR

Name of teacher	Sulaiman Bashir Adamu
Subject	Islamic studies
Topic	Qur'an
Sub-Topic	<i>SuratulQari'aht</i>
Class	SS II
Age	15 – 25 years
Duration	45 minutes
Instructional materials	Chalk Board
Behavioural Objectives	At the end of the lesson, students should be able to: <ol style="list-style-type: none"><li>Recite the surah correctly</li><li>Memorise the surah</li><li>Identify and state the lessons taught by the surah</li><li>Translate the surah in to English</li></ol>
Previous Knowledge	Students have been taught about the Battle of <i>Badr</i> , and the Battle of <i>Uhud</i>
Introduction	Teacher introduces the lesson by asking the students questions based on the previous lesson
Presentation	Teacher presents the lesson through the following Steps: <ol style="list-style-type: none"><li>Teacher write the Arabic text of the surah to the surah on the chalkboard to the learners and recite it</li><li>Teacher recites the surah to the learners and the learners recite after the teacher's recitation</li><li>Teacher translate the surah in to English to the learners, read and explaining the meaning of the surah</li></ol>

Step IV	Teacher lists out some of the teachings of the surah on the chalkboard to the learners
Students 'Activity	the teacher guides the students to read both the Arabic text and English translation of the surah
Evaluation	Teacher asks Students the following questions <ol style="list-style-type: none"> <li>1. Recite the surah.</li> <li>2. Read the English translation of the surah</li> <li>3. Identify three teachings of the surah</li> </ol>
Summary and Conclusion	Teachers summarized the lesson to the learners for more understanding.

## LESSON PLANS PREPARED FOR TEACHING SS II ISLAMIC STUDIES

### LESSON FIVE

Name of teacher	Sulaiman Bashir Adamu
Subject	Islamic studies
Topic	Islamic History
Sub-Topic	<i>Ri'ddah</i> (Apostasy wars)
Class	SS II
Age	15 – 25 years
Duration	45 minutes
Instructional Materials	Chalk Board
Behavioral Objectives	At the end of the lesson, the students should be able to: <ol style="list-style-type: none"><li>Described the secession from Islam.</li><li>Mention names of the false prophet.</li><li>List the causes of Apostasy war.</li></ol>
Previous Knowledge	Students have previously beentaught on <i>SuratulQari'ah</i> and the Battle of <i>Badr</i> .
Introduction	Teacher introduces the lesson through the following questions: <ol style="list-style-type: none"><li>Recite <i>SuratulQari'ah</i></li><li>List two lessons from the battle of <i>Badr</i> ?</li></ol>
Presentation	The teacher presents the lesson through the following Steps:  Step I Teacher described the secession from Islam on how the rebels threatened the very existence of the infant faith. <i>Museilimah</i> , a man of the tribe of <i>BanuHanifinYamamah</i> declared that he is a prophet, and gathered a large following. A Christian woman named <i>Sajah</i> laid claim to the prophetic office and

	established herself as a prophetess of the <i>Banu Tamim</i> tribe of <i>Yamamah</i>
Step II	Teacher mentions the names of the false prophets. Identifies them with their followers and how the leader of the Muslims army, one of <i>Khalid Ibn Walid</i> , dealt with them accordingly.
Step III	Teacher explains the causes of the apostasy among which include: <ul style="list-style-type: none"> <li>i. Islam brought about a mighty revolution in the religious, social and political lives of the Arabs. The apostasy of the Arabs was a reaction which usually follows every great change in society.</li> <li>ii. The strict rules of morality and discipline enforced by Islam were too great for the Beduins, to be followed and these did not convey much meaning to them. Among others.</li> </ul>
Students' Activity	Teacher guides the students to make their contributions to indicate what they have learnt from the class encounter.
Evaluation	Teacher evaluates the lesson by asking students questions such as: <ul style="list-style-type: none"> <li>i. What is the name of the Christian woman that claimed to be a prophet?</li> <li>ii. Who killed <i>Musailimatul Kazzab</i>?</li> <li>iii. Give one causes of the apostasy,</li> </ul>
Summary and Conclusion	Teacher concludes the encounter by summarizing the lesson for easier understanding of the learners.

## LESSON PLANS PREPARED FOR TEACHING SS II ISLAMIC STUDIES

### LESSON SIX

Name of teacher	Sulaiman Bashir Adamu
Subject	Islamic studies
Topic	Qur'an
Sub-Topic	<i>SuratulTakathur</i>
Class	SS II
Age	15 – 25 years
Duration	45 minutes
Instructional Materials	Chalkboard
Behavioral Objectives	At the end of the lesson, students should be able to: <ol style="list-style-type: none"><li>Read the surah.</li><li>Memorised the surah</li><li>Identify and statesome teachings of the surah.</li><li>Translate the surah to English</li></ol>
Previous Knowledge	Students have been taught, on <i>SuratulQari'ah</i> .
Introduction	Teacher introduces the lesson by asking students questions based on previous knowledge. <ol style="list-style-type: none"><li>What are the effects of victory at <i>Badr</i>?</li><li>Recite <i>SuratulQari'ah</i></li><li>Battle of <i>Badr</i> was fought in which year of the Islamic calendar?</li></ol>
Presentation	Teacher presents the lessons through the following step: <ol style="list-style-type: none"><li>Step I Teacher write the Arabic text of surah on the chalkboard to the learners</li><li>Step II Teacher recites the surah to the learners for the first time while the students were listening to the</li></ol>

	Teachers recitations, then the students recites after the recitation of the teacher
Step III	Teacher allows the students to recite the surah while teacher made some corrections in the processes of the recitations, He translate the surah to the learners
Step IV	Teacher mentions,the lesson learnt from the surah to the learners on the chalkboard.
Students' Activity	Teacher guides the students to therecitation of the surah, reading the English translations of the surah and their contribution to the teachings of the surah
Evaluation	Teacher asks the students to do the followings: <ul style="list-style-type: none"> <li>i. Recite the surah?</li> <li>ii. Read out the translations of the Surah.</li> <li>iii. List two teachings from the surah</li> </ul>
Summary and Conclusion	Teacher summarize the lesson to the students, for more understanding, finally he urges them to copy some notes on the chalkboard.

## LESSON PLANS PREPARED FOR TEACHING SS II ISLAMIC STUDIES

### LESSON SEVEN

Name of teacher	Sulaiman Bashir Adamu
Subject	Islamic Studies
Topic	Qur'an
Sub-Topic	<i>SuratulQurash</i>
Class	SS II
Age	15 – 25 years
Duration	45 minutes
Instructional Materials	Chalk Board
Behavioral Objectives	At the end of the lesson, students should be able to: <ol style="list-style-type: none"><li>Read the surah.</li><li>Memorised the surah</li><li>Translate the surah</li><li>List the teaching of the surah</li></ol>
Previous Knowledge	Students have been taught on the battle of <i>Badr</i> and <i>Uhud</i>
Introduction	Teacher introduces the lesson by asking students questions based on previous knowledge. <ol style="list-style-type: none"><li>What are the effects of victory at <i>Badr</i>?</li><li>What is the number of Muslims population in the battle of <i>Badr</i>?</li><li>Battle of <i>Badr</i> was fought in which year of the Islamic calendar?</li></ol>
Presentation	Teacher presents the lessons through the following step:  Step I Teacher write the Arabic text of the surah on the chalkboard to the learners

Step II	Teacher recites the surah to the learners for the first time while the students were listening to the Teachers recitation and he translate the surah to the learners
Step III	Teacher allows the students to recite the surah after the teachers' recitation, and correcting them in the areas they have difficulties in the process of the recitation and identify the lessons from the surah to the learners
Students' Activity	Teacher guides the students to the recitation of the surah, and reading the translation of the surah as well as identifying the teaching of the surah from the lesson.
Evaluation	Teacher asks the students to: <ul style="list-style-type: none"> <li>i. Recite the surah?</li> <li>ii. What are the teachings of the surah?</li> <li>iii. Read the English translation of the surah</li> </ul>
Summary and Conclusion	Teacher summarize the lesson to the students. For more understanding and finally allowed them to copy note on the chalkboard.

## LESSON PLANS PREPARED FOR TEACHING SS II ISLAMIC STUDIES

### LESSON EIGHT

Name of teacher	Sulaiman Bashir Adamu
Subject	Islamic studies
Topic	Qur'an
Sub-Topic	<i>SuratulFil</i>
Class	SS II
Age	15 – 25 years
Duration	45 minutes
Instructional Materials	Chalkboard
Behavioral Objectives	At the end of the lesson, students should be able to: <ol style="list-style-type: none"><li>Read the surah.</li><li>Memorised the surah</li><li>Translate the surah</li><li>List three teaching of the surah</li></ol>
Previous Knowledge	Students have been taught on battle of <i>Badr</i> and <i>Uhud</i>
Introduction	Teacher introduces the lesson by asking students questions: <ol style="list-style-type: none"><li>What are the effects of the Muslims victory at <i>Badr</i>?</li><li>What is the number of Muslims population in the battle?</li><li>Battle of <i>Badr</i> was fought in which year of the Islamic calendar?</li></ol>
Presentation	Teacher presents the lessons through the following steps:  Step I Teacher write the Arabic text of the surah on the chalkboard to the learners

Step II	Teacher recites the surah to the learners for the first time while the students were listening after the Teachers recitation, and he translate the surah to the learners and read the English translation to them
Step III	Teacher allows the students to recite the surah after the teaches recitation and correcting them in the areas they have difficulties in the process of the recitation and identify the lessons of the surah to the learners
Students' Activity	Teacher guides the students to the recitation of the surah and reading the translation of the surah as well as teaching of the surah
Evaluation	Teacher asks the students to: <ul style="list-style-type: none"> <li>i. Recite the surah?</li> <li>ii. Mention two teachings of the surah?</li> <li>iii. Read the translation of the surah</li> </ul>
Summary and Conclusion	Teacher summarize the lesson to the students. For more understanding and finally allowed the students to copy note on the chalkboard.

**APPENDIX C**  
**ISLAMIC STUDIES TEACHING PERFORMANCE TEST**

**SS II ISLAMIC STUDIES**

**Instructions: Answer all questions each question is followed by four lettered A-D.**

**Choose the correct option for each question. Give only one answer to each question**

1. The historical cities of *Makkah* and *Madinah* are situated in.....
  - a. The *Hijaz*. ✓
  - b. *Uman*.
  - c. *Yeman*.
  - d. *Najd*.
  
2. *SuratulQaria* ..... has verses
  - a. Ten verses
  - b. Eleven verses. ✓
  - c. Twenty verses.
  - d. Five verses.
  
3. *SuratulTakathur* has .....verses
  - a. 10
  - b. 18
  - c. 8 ✓
  - d. 8
  
4. People in the Pre-Islamic Arabian society lived on.....
  - a. No any business transaction in the society
  - b. Agriculture and fishing

- c. Fishing and farming
  - d. Sheep and cattle rearing ✓
5. Arabs have been divided in to .....types.
- a. 2 ✓
  - b. 3
  - c. 5
  - d. 10
6. The *Jahiliyya* period is also known as:
- a. The period of education
  - b. The period of civilization
  - c. The period of ignorance ✓
  - d. The period of good governance
7. During the battle of*Badr*, the first person to come for dual fight is ...
- a. *Abubakar As-Sidiq (RA)*
  - b. *HamzatuIbn Abdul Mutallib (RA)* ✓
  - c. *Umar Al-Faruq (RA)*
  - d. *AliyuIbnAbiThalib (RA)*
8. During the *Jahiliyya* period, women had .....
- a. the privilege to be leaders
  - b. Regard and respect
  - c. High integrity
  - d. No status ✓

9. During the *Jahiliyya* period, a woman had the following share if her husband died.....
- No any share of the property√.
  - Half of the property.
  - Take all the property.
  - Two third of the property.
10. The Arabs were poor. As such, they were indebted to the usury class of the.....
- Jews√.
  - Christians.
  - Among the Arabs.
  - None of the above.
11. *Ka'abah*, the House of Allah, was adorned with .....idols.
- 380
  - 260
  - 304
  - 360√
12. Arabs, during the period of *Jahiliyya*, worshiped idols, among which are:
- Qamar* and *Bakrah*.
  - Uzzah* and *Lat*√.
  - Yawmun* and *Layl*.
  - Qadr* and *Ramadan*.
13. The Number of Muslims that participated in the battle of Badr is.....
- 313√.

- b. 213.
  - c. 513.
  - d. 415.
14. The number of non-Muslims that took part in the battle of *Badr* is.....
- a. 400.
  - b. 312.
  - c. 1,000 ✓.
  - d. 560.
15. The Muslims fought the *Quraish* in the month of.....
- a. *Ramadan* ,2 A.H (624 A.D)✓.
  - b. *Dhul-Hijja*, 10 A.H (634 A.D).
  - c. *Shawwal*, 12 A. H (621 A.D).
  - d. *Muharram*,11 A.H (615 A.D).
16. Muslims lost in the battle of *Uhud*because of their
- a. Disobedience to the prophet instruction ✓.
  - b. Indiscipline.
  - c. Courageousness.
  - d. all of the above.
17. The person that killed *UmmayyatIbnKhalafin* the battle of *Badr* is .....
- a. *Hamzatbn Abdul-Mutalib*
  - b. *AliyuibnAbi-Talib*
  - c. *Abubakar As-Siddik*
  - d. *Bilal ibnRabaha*✓

18. Who, among the following, killed *Hamzatibn Abdul-Mutallib*?
- Abu Safiyan.*
  - Washiyyu* ✓.
  - Ikramah.*
  - AbdullahiibnSuhail.*
19. In the battle of *Uhud*, *Abu Safiyan* advanced towards *Madinah* with an army of.....
- 2,200.
  - 5.300.
  - 3,200 ✓.
  - 4,100.
20. *FalyaabuduRabbahazal bait* can be translated as:
- House of the prophet
  - Let us not worship this House
  - Let you worship the Lord of the House ✓
  - Allah promised to protect His house
21. Allah destroyed the companion of the elephant with:
- birth ✓
  - sheep
  - camels
  - None of the above
22. The man that claimed to be a prophet from the tribe of *BanuHanif* is.....
- Wahshiyu.*

- b. *Ikramah.*
  - c. *Musailamah* ✓.
  - d. *Mus'ab ibn Umayr.*
23. A Christian Woman that claimed to be a prophetess of the *Banu Tamim* tribe is....
- a. *Rufaydah.*
  - b. *Sajah* ✓.
  - c. *Rukayyat.*
  - d. *Sulaihat.*
24. The chief of the *Ansi* tribe of Yemen that claimed to be a prophet is....
- a. *Mujahid Ansi*
  - b. *Aswad Ansi* ✓
  - c. *Faisal Ansi*
  - d. *Nasirul Ansi*
25. *Suratul Quraish* has .....verses
- a. three
  - b. four ✓
  - c. five
  - d. six
26. The commander of the Muslims army in the Apostasy war is :
- a. *Khalid Ibn Walid* ✓
  - b. *Abu-Huzaiifah*
  - c. *Ubaidullah ibn Jarrah*
  - d. *Bilal ibn Rabaha*

27. *HattazurtumulMaqabir* means :

- a. Until you visit the graveyard √.
- b. Companion of the Cows.
- c. Companion of the Sheep.
- d. Companion of the camels.

28. The verse *Fa 'amman man thaqulatmawazeenuh* means.....

- a. And He sent against them a beautiful sheep.
- b. Then as for one whose scales are heavy (with good deeds) √.
- c. And He sent against them a beautiful cow.
- d. And He made them like eaten straw.

29. *SuratulTakathur* teaches Muslims one of the following lessons:

- a. Muslims should not engage indulge in the materialistic of worldly things.
- b. Muslims should not engage in usury (*ribah*).
- c. Should not engage in completion of worldly things √.
- d. All of the above.

30. The word *Al-Qari'ah* means.....

- a. The Striking Good.
- b. The Striking Calamity √.
- c. The day of Happiness.
- d. The day of charity.

31. *SuratulFil* has .....verses

- a. Seven.
- b. Eight.

c. five ✓.

d. Four.

32. Verse three (3) of *SuratulTakathur* is translated as.....

a. No! you are going to know ✓.

b. You would surely see the Hellfire.

c. Until you visit the grave.

d. All of the above.

33. Verse nine (9) of *SuratulQari'ah* is translated as .....

a. The calamity.

b. The fire of Jaheem.

c. His refuge would be an abyss ✓.

d. The beautiful of the paradise.

34. *SuratulQari'ah* is teaches about.

a. The Day of Resurrection ✓.

b. The day of Arafat.

c. The Night of Majesty.

d. All of the above.

35. *SuratulTakathur* is a .....Surah.

a. *Makkan* ✓.

b. *Madinat*.

c. Yemen.

d. All of the above.

35. *SuratulQari'ah* is a.....surah.

- a. *Madinat.*
- b. *Makkan*√.
- c. *Hijaz.*
- d. *Yemen.*

36 the apostasy wars was fought during the *khalifateship* of....

- a. *Abubakar (RA)*√.
- b. *Umar (RA).*
- c. *Uthman (RA).*
- d. *Alyu (RA).*

37 verses two of *SuratulTakahur* can be recited as

- a. *hattazurtumulmaqabir* √.
- b. *Kallalautalamunailmalyaqeen.*
- c. *summalatusalunnayaumaizinaninaeemm.*
- d. *wamaaddaraka mal hudam.*

38 During the pre-Islamic era of the *Jahiliyya*, period the inheritance of women were to .....

- a. Take a lion share of the estate.
- b. Took all the property.
- c. Took two-third of the estate
- d. Are among the estate to be inheritance√

39 The last verse of *SuratulTakathur* can be recited as.....

- a. *Summa latusalunnahyaumaizinaninnaem*√
- b. *Summa latarawunnahaainalyaqeen*

c. *Summa ilarabihanazira*

d. *Summa innaalainabayana*

40 The last verse of *SuratulQariah* can be translated as.....

- a. Fruits are abundant in paradise
- b. it is a fire, intensely hot. ✓
- c. cows are the your relief
- d. ensuring unity among the Muslims *Ummah*

**APPENDIX D**  
MARKING SCHEME OF SS II ISLAMIC STUDIES PERFORMANCE TEXT FOR  
BOTH EXPERIMENTAL AND CONTROL GROUPS

1	A	11	D	21	A	31	C
2	B	12	B	22	C	32	A
3	C	13	A	23	B	33	C
4	D	14	C	24	B	34	A
5	A	15	A	25	B	35	B
6	C	16	A	26	A	36	A
7	B	17	D	27	A	37	A
8	D	18	B	28	B	38	D
9	A	19	C	29	C	39	A
10	A	20	C	30	B	40	B

**APPENDIX D**  
**TRAINING MANUAL FOR RESEARCH ASSISTANTS**

The following instructions were given to the research assistants in the field of this research.

- 1 Self-introduction to the respondents.
- 2 Be polite with the respondents. Avoid being rude or harsh to them
- 3 No hate speech or violent words in the course of distribution and collection of test items.
- 4 Avoid misunderstanding issues.
- 5 Be attentive while collecting test items to avoid missing scripts.
- 6 Report or refer possible questions asked from the respondent to the researcher
- 7 Speak good and simple English, considering the educational level of the students.
- 8 How to attend to questions that may arise from the respondents.