

**A Comparative Study on the Effects of the Modern
and Traditional Methods of Teaching Islamic Studies
in Senior Secondary Schools in Yola South Local
Government Area of Adamawa State**



BY

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DUS/ISL/2014/0348**

**A Project Submitted to the Department of Islamic
Education, School of Languages In Partial
Fulfillment of the Requirement for the
Award of Bachelor of Education,
(B.A.Ed) Islamic Studies**

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**A COMPARATIVE STUDY ON THE EFFECTS OF THE MODERN AND
TRADITIONAL METHODS OF TEACHING ISLAMIC STUDIES IN SENIOR
SECONDARY SCHOOLS IN YOLA SOUTH LOCAL GOVERNMENT AREA OF
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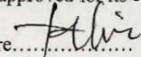
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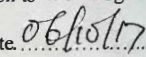
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APPROVAL PAGE

This project in titled "A COMPARATIVE STUDY ON THE EFFECTS OF THE MODERN AND TRADITIONAL METHODS OF TEACHING ISLAMIC STUDIES IN SOME SELECTED SENIOR SECONDARY SCHOOLS IN YOLA SOUTH LOCAL GOVERNMENT AREA OF ADAMAWA STATE". By Abu-Bakr Siddiqi HammanAdama, Meets the requirements governing the award of degree in Education (Islamic) of University of Maiduguri and is approved for its contribution to knowledge.


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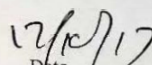
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DEDICATION

This project is dedicated to Almighty ALLAH (SWT) Who in His infinite mercy and steadfast love, gave me the grace to successfully accomplish this enormous, yet rewarding task. Also to my parents, Mallam Hammanadama Aliyu and Fadimatu Aliyu. I live to make you proud of me, with your effort I reached this place I shall never disappoint you. I love you.

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We praise Allah (SWT) the Cherisher and the Sustainer of the world for His favour to us in completing this great work, praying Him to accept this as a sincere service for His sake, and for the benefit of the Muslims.

ABSTARCT

This research project work aims to investigate the comparative on the effects between traditional and modern methods of teaching Islamic studies amongst the senior secondary schools students using Yola South Local Government Area of Adamawa State as a case study. This study is divided into five chapters. The first chapter is concerned with the background of study, statement of the problem, objective of the study, research questions, research hypothesis, significance of the study, scope and delimitation of the study, and operational definition of terms.

The second chapter comprises the view of the related literature, which consist theoretical frame work, connectionist theory of learning, cognitivist theory of learning, importance of modern and traditional methods, the benefit of teaching Islamic studies using charts, teaching learning behaviour and students' academic achievement, and the summary of the literature reviewed. The third chapter laid emphasis on research methodology, research design, population of the study, sample and sampling techniques, method of data collection and method of data analysis. The fourth chapter focuses on data presentation and data analysis, and the fifth chapter highlighting on the summary of findings, conclusion, recommendation and suggestion for further studies.

TABLE OF CONTENT

Title.....	i
Certification.....	ii
Dedication.....	iii
Acknowledgement.....	iv
Abstract.....	vi
Table of Content.....	Vii

CHAPTER ONE

1.1 Background of the study.....	1
1.2 Statement of the problem.....	4
1.3 Objective of the study.....	4
1.4 Research questions.....	5
1.5 Significant of the study.....	5
1.6 Scope and delimitation of the study.....	5
1.8 Definition of terms.....	5

CHAPTER TWO

LITERATURE REVIEW

2.1 Theatrical From work.....	7
2.1.1 Connectionists Theory of learning.....	7
2.1.2 Cognitivists Theory of learning.....	8
2.2 Importance of modern and traditional methods.....	10
2.3 The benefit of teaching Islamic studies using charts.....	12
2.4 The benefit of teaching Islamic studies without charts.....	13

2.4 Teaching learning behaviour and students' academic achievement.....	13
---	----

2.5 Summary of the literature Reviewed	14
--	----

CHAPTER THREE

RESEAE METHODOLOGY

3.1 Research design.....	15
--------------------------	----

3.2 Population of the study.....	15
----------------------------------	----

3.3 Sample and sampling technique.....	16
--	----

3.4 Research instruments.....	16
-------------------------------	----

3.5 Validity of instrument.....	16
---------------------------------	----

3.6 Method of data collection.....	17
------------------------------------	----

3.7 Method of data analysis.....	17
----------------------------------	----

CHAPTER FOUR

4.1 Introduction.....	18
-----------------------	----

4.2 Presentation of data analysis.....	18
--	----

4.3 Discussion of finding.....	24
--------------------------------	----

CHAPTER FIVE

5.1 Introduction.....	27
-----------------------	----

5.2 Summary.....	27
------------------	----

5.3 Conclusion.....	28
---------------------	----

5.4 Recommendation.....	28
-------------------------	----

5.5 Suggestion for further study.....	29
---------------------------------------	----

REFERENCE.....	30
----------------	----

APENDIX.....	31
--------------	----

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In the name of Allah, the most Gracious, the most merciful. All praise is due to Allah and may the peace and blessing of Allah be upon His Messenger Muhammad, his household, his companions, his followers and those who continue call to Islam until the Day of Judgment.

In the pre-technology education context the teacher is the sender of the source, the educational materials is the information or message, and the students are the receivers of the information in terms of the delivery medium, the educator can deliver the message by the "talk and chalk" method and overhead transparencies. This direction instruction model has its foundation embedded in the behavioral learning perspective (skinner, 1958) and it is a popular technique, which has been used for decades as an educational strategy in all institutions of learning.

Basically, the teacher is strong factor joining the student and curriculum, this is done by through the using of good method of teaching, Just as the success of the student in learning depends in some respects on the teacher so does the successful implementation of the curriculum depends on the teacher method. The importance of the teacher method in the relationship between the student and curriculum therefore cannot be emphasized. The teacher is the key factor that can create a conducive teaching/learning environment that will make the student to learn.

Islam gives such great importance to knowledge and education. When the Qur'an began to be revealed, the first word of its first verse was Iqra (اقرا) which means read or recite. Allah says "invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided. (Qur'an 16 verse) 125.

The educationist said learning start from simple to complex, or from known to unknown, or from specific to general. Learning can be simple, this approach build on the

assumption that human learning must take into account the stage of development of the learner. On the other hand, learning can take a complex form. In such a case, the learner is required to build on previously knowledge in performing subsequent tasks. (Goble and porter 1977). Thus, education is the starting point of every human development.

Teaching is the first step of the progress of the society. It is something that have been inherited from the messengers of Allah (S.W.T) they are the first people to teach and whoever follow this path, he/ she had followed the path Allah 's messengers.

The prophet (SAW) said AbuDarda (may Allah be pleased with him) reported: the messenger of Allah (saw) said: "He who follows a path in quest of knowledge, Allah will make the path of Jannah easy to him. The angels lower their wings pleased with what he does. The inhabitants of the heavens and the earth and even the fish in the depth of the oceans seek forgiveness for him. The superiority of the learned man over the devout worshiper is like that of (i.e. in brightness).

The learned are the heirs of the prophets who bequeath neither dinar nor dirham but only knowledge, and he who acquires it, has in fact acquired on abundant portion." Abu Dawud and Tirmidhi. Riyadh as-Salihin Hadith 13.

Education is a light that shows the mankind the right direction to surge. If education fails to inculcate self-discipline and commitment achieve in the minds of students, it is not totally their foul. We as educators play on important role in making the learning process interesting and enjoyable. We have to convert education in to a sport and learning process has to generate interest in the institution than to run away from it. Education should become a fun and thrill to them rather than burden and boredom (Dmodham .s. Rengoajon, 2007).

The purpose of education is not just making a student's corresponding other, literate but adds rational thinking, knowledge ability and self-sufficiency. in order to achieve this purpose, effective and innovative teaching and learning methods are vital especially in facing technology era. The digital revolution has resulted in one unintended consequence. Today's youth are much more media centric than previous generations. In fact, many people believe that the brains of today's youth have actually become rewired

to accommodate them, thousands of hours they spend in front computer screens watch and creating video, listening to music and playing computer games. It also has been said that today's youth actually speak digitally. That is why no wonder many have called this new generation the digital generation (Shelly, Cashman, and Gunter-Gunter 2006). Understanding today's digital kids and how they learn has profound, implications not only for how lectures teach digital students, but also, and perhaps more importantly For how lectures reach them.

Educational technology and multimedia can be valuable tools when they are integrated in to the curriculum appropriately to achieve learning gains, particularly when they are combined with a twenty-first -century curriculum. Lectures have to decide whether to try to pull digital students away from their native digital world or to motivate digital students by tapping in to their digital world and using their natural inclination and inquisitiveness about all that is digital (Shelly, Cashman, Gunter and Gunter 2006).

Therefore, it is important for the teacher to use the modern method of teaching which help in motivating the students in learning the lesson. The choice is in our hands. However if we want to continuously grab students attention make them happy to learn and create an exciting learning environment, we need to follow the current and not against it.

In this case, the same goes to teaching Islamic studies. Teaching need to make some adjustments on how the subject should be taught in order to make it competitive relatively.

The ultimate aim of Muslims education lies in the realization of complete submission to Allah on the level of the individual, the community and humanity at large (Mhayudu 1999). In other words, education in Islamic perspective is a process of transferring moral values or knowledge that develop the whole potential of human nature, physically and emotionally with solid and balanced individuals that able to carry out their responsibility as God's caliph on the earth (Ahmad Fahimmd. Soufi, Dziaudin Nilofar and SitiReshidah, 2006).

1.2 Statement of the Problem

There are some factors that affect the method of teaching and learning they are as follows:

1. Lack of teaching technique by the teacher in teaching Islamic studies with modern method.
2. Lack of instructional materials and textbooks in teaching in teaching Islamic studies.
3. Inadequate professional sound and utilize the suitable method to enhance better learning.
4. Poor performance by the students in the subject due to the poor method by teacher.
5. Implementing a hard punishment to the student by the teacher.

1.3 Objective of the Study

Education is a vital aspect of society, the purpose of this study was to investigate the effects of teaching methods (traditional verses modern) on students' academic performance. The purpose of this study was also to investigate and determine which of the two major teaching methods is more effective.

The main goals of the study is to determine the effect of modern and traditional methods of teaching on the academic achievement of senior secondary school students in Islamic studies.

The Specific Objectives of the Study where to:

- i. To assess the traditional method of teaching Islamic studies.
- ii. To assess the modern method of teaching Islamic studies.
- iii. To determine the relationship between the traditional and modern methods of teaching Islamic studies.
- iv. To identify the more effective method between the traditional and the modern method

1.4 Significance of the Study

The finding of the study would help to improve teaching and learning Islamic studies. The result is expected to benefit students, teacher, government, parent, etc. students would help them realize vital role of modern and traditional and pay more attention and curious while receiving knowledge. The result will boost their moral and achievement in Islamic studies. Teachers should learn more respect by the use of appropriate method while impacting knowledge to students and encourage students to enrich lessons with good interest and attention. It will encourage parents by providing their child a better hearing in order to be academically sound to the society. The result would assist curriculum planners and developers by emphasis while implementation of reform of curriculum

1.5 Research Questions

1. What are the definitions of traditional and modern method of teaching Islamic studies?
2. To what extent if there is a shift in pedagogical practice from traditional method to modern method in senior secondary school in the classroom in teaching Islamic studies?
3. Which approach is more effective in terms of students' outcomes and more successful between the traditional method and modern method of teaching Islamic studies?

1.6 Scope and Delimitation of the Study

The research work was restricted to only senior secondary schools in yola south. It focuses only on effect of Concerned with examining, influence of teaching method (traditional and modern).

1.7 Operational Definition of Terms

The following terms are defined in the concept of this work and are to be understood as used:

1. **Effect:** Any kind of result or evidence of students learning experience.

2. **Comparative:** means: Expressed in relation to another, rather than complete form, or connected with studying things to find out how similar, or different they are.
3. **Modern:** means: pertaining to a current or recent time and style; not ancient.
4. **Traditional:** means: older method and ideas rather than modern or different one, or communicated to descendants by word only transmitted from age to age up till today.
5. **Teaching:** may be defined as an act of a particular kind that is movement of the body, or parts of the body, talking, pausing, and explaining, reading, etc. .
6. **Islam:** the word Islam is derived from the word (aslama) (اسلم) which literally means "peace". Technically, Islam means "complete surrender" to the will of God. It includes both external and internal submission to the will of the Almighty. The noble Qur'ans declares the only acceptable religion in the sight of Allah is Islam".
Chapter three 3 verse 19.

CHAPTER TWO

LITERATURE REVIEW

This chapter will discuss relevant literature to the study under the following heading;

2.1 Theatrical Framework

The theories that explain the variable in this research are learning theories, these learning theories can be classified into two major divisions:

1. The behavior associationist or cognitivists theories
2. The cognitive organizational or cognitivist theories

The founders of the theories are Bruner, Ausuble and skinner. They said theories have certain things in common. It is they are cognitive theories, learner is not only active in learning but his cognitive structure should be an important consideration in any instructional procedures, instruction involves making the structure of the body of knowledge compatible with the cognitive structure of the learner in such a way that learning with understanding results.

2.1.1 Connectionist Theory of Learning

Connectionist theory of learning is based on stimulus response(S-R). This theory can best be explained by the following principles;

1. When stimulus response occurs at the same time in close contiguity, the connection between them is strengthened.
2. The strength of connection between stimulus and response depends upon the frequency of stimulus response repetition.
3. The most recent response is strengthened more by its frequent occurrence than the earlier response.
4. Practice is useful because it help knit the response together to form a large unit of behavior.
5. Learning is the result of R-S connections formed in the brain and reinforce by some rewards which acts as a motivation for repeating the same action.
6. Forgetting is due to or caused by lack of practice.

Generally, S-R learning believes that once the individual has shown desirable behavior, such behavior has to be encouraged through the use of reinforcement. In other words something is done to the learner which increases the chances of his repeating the behavior when occasion calls for it arise

For example, if I teach a child to brush his teeth every morning and follow each correct practice with approval "good boy "that's good" e.t.c. I may find that the child would have learn the idea of brushing his teeth. The words of encouragement or praises I say to him become some reinforcement for him.

2.1.2 Cognitivists Theory of Learning:

According to this theory, perception of problem is the starting point of learning. The theory is based on perception and problem solving processes. The proponent of this theory proposed the law of perceptual organization which refers to stimulus variables such as a figure and ground proximity, similarity, common direction and simplicity. They view practice as successive exposure to learning situation.

The following are four features identified by Bruner that encompasses the instructional theory.

1. The principle emphasizes the connection of experience that stimulates child's willingness and confidence.
2. The knowledge body should be simple and understandable.
3. Materials should be presented logically.
4. It should be rewarded or reinforced and the reward should move from extrinsic to intrinsic.

They are talking about the motivation, there are motivation, extrinsic such as book or pen and so on, while intrinsic motivation, are motivation made by the teacher such as Good, well done clap for him and so on.

Bruner And Ausubel

The theories of Bruner and Ausubel have certain things in common. It is true that, both of them are cognitive theories, but no two theories ever agree on all the details. They tend to agree generally on some points even though they have approached the issues from

different perspectives. They share the belief that learning is different from instructions. Therefore, emphasis should also be placed on how to make instruction scientific. For them, the learner is not only active in learning but his cognitive structure should be an important consideration in any instructional procedures. Instruction involves making the structure of the body of knowledge compatible with the cognitive structure of the learner in such a way that learning with understanding results. When this happens, the learner is able to process the information presented and discovery occurs.

One could say that they emphasize the relationships that exist in structure of knowledge and when the learner sees these relationship meaningful learning results.

Specifically then both Bruner and Ausubel:

- i. Are cognitive theorists.
- ii. Believe that instruction should be scientifically structured.
- iii. Believe in active, meaningful learning.
- iv. Maintain that when instruction fits the cognitive structure of the learner, discovery takes place.
- v. Learning takes place through information processing so relationship are important in the structure of knowledge.

Education is a light that shows the mankind the right direction to profess. The purpose of education is not just making a student literate but adds rational thinking, knowledge, ability and self-sufficiency when there is a willingness to change, there is hope for progress in any field creativity can be developed and innovation benefits both students' and teachers.

Education is vital to the pace of the social, political and economic development of any nation, so effective teaching is very essential. Effective teaching is important because teaching is based on helping children progress from one level to another in a more sociable interactive environment and to get the approach right to get students to be independent learners (Muijus and Reynolds, 2005). Effectiveness does not mean being perfect or giving a wonderful performance, but bringing out the best in students.

2.2 Importance of Modern and Traditional Methods

Traditional method of teaching is when a teacher directs students to learn through memorization and recitation techniques thereby not developing their critical thinking, problem solving and decision making skills (Sunil et al 1994) while modern or constructivist approach to teaching is more of interacting, student-based made of teaching. Here, the students learn through group participation.

Traditional method relies mainly on textbooks Chalk, Duster, Chalkboard, Cardboard paper, Slate, while the modern method relies on hands-on materials approach. In traditional method, presentation of materials starts with the parts, then moves on to the whole while in the modern approach, presentation of materials starts with the whole, then moves to the parts. Traditional method emphasizes on basis skills while modern method emphasizes on big ideas. With traditional method of teaching, assessment is seen as a separate activity and occurs through testing while with modern method of teaching, Computer, Projector, Slide, overhead projector, interactive board visual/Audio visual materials. Assessment is seen as an activity integrated with teaching and learning, and occurs through and observation (Brooks and Brooks, 19).

Traditional teaching method is more widespread than the modern method of teaching. It is in this line that I decided to investigate empirically which of the two methods is more effective in school.

The approach in Nigerian system is more of the traditional methods of teaching and there is need to change to the modern method because it brings about children becoming active learners.

The traditional method of teaching is critically examined, evaluated and some modifications in the delivery of knowledge is suggested. As such, the strengths and weakness of each teaching methodology are identified and probable modifications that can be include in traditional methods are suggested (Bound & Feletti, 2004).

In the pre-technology education context, the teacher is the sender or the source, the educational materials is the information or message, and the students is the receiver of the information. In terms of delivery the message via the "chalk and talk" and method.

The direct instruction model has its foundations embedded in the behavioral learning perspective (Skinner, 2000) and it is a popular technique which has been used for decades as an educational strategy in all institutions of learning.

Basically, the teacher controls the instructional process, the content is delivered to the entire class and the teacher tends to emphasize factual knowledge. In other words, the teacher delivers the lecture content and the students listen to the lecture. Thus, the learning mode tends to be passive and the learners play little part in their learning process. It has been found in most Universities by many teachers and students that the conventional lecture approach in classroom is of limited effectiveness in both teaching and learning. In such a lecture, students assume a purely passive role and their concentration fades off after 15 - 20 min (DamodharanandRengarajan 2007).

Some limitations which may prevail in traditional teaching method are:

1. Teaching in classroom using talk and chalk is "one way flow" of information.
2. Teachers often continuously talk for an hour without knowing students response and feedback.
3. The material presented is only based on lecturer notes and textbooks.
4. Teaching and learning are concentrated on "plug and play" method rather than practical aspects.
5. The handwriting of the lecturer decides the fate of the subject.
6. There is insufficient interaction with students in classroom.
7. More emphasis has been given on theory without any practical and real life time situations.
8. Learning from memorization but not understanding.
9. Marks rather than result oriented.

Whereas modern are innovative tools used in facilitating teaching and learning such as audio, slide pictures, animation, motion pictures, Text, video and sp. Multimedia learning process, according to Chinese philosophers, such (Feng Youlan and Adam Ngan) as what I hear, I forgot, what I see I remember, what I do and I understand.

The scholar's such as Abdul-Rahman ibnAbiBakr ibn Muhammad Jalal categories of seeking knowledge in to three degree of Yaqeen (Certainty) they are following

1. *IlmulYaqeen*-“knowledge of Certainty” Allah (S.W.T.) says in the noble Qur’an “عَلَّامًا لَّو تَعْلَمُونَ عِلْمَ الْيَقِينِ” No! If you knew with knowledge of certainty (Chapter 102:v 5)
2. *AynulYaqeen*-“Eye of certainty” Allah (S.W.T.) also says in the noble Qur’an “ثُمَّ لَتَرَوْهَا بِعَيْنِ الْيَقِينِ” Then you will surely see it with the eye of certainty (chapter 102: v 7).
3. *HaqqulYaqeen*-“Truth/Reality of certainty and Allah (S.W.T.) says in the Qur’an “إِنَّ هَذَا لَهُوَ حَقُّ الْيَقِينِ” indeed, this is the true certainty (Chapter 56: v 95).
These are emphasis on modern method, modern method deal with practical materials such as computer and so on.

Multimedia is the combination of various digital media type such as text, images, audio, and video into an integrated multi-sensory interactive application or presentation to convey information to an audience. (Damodharan and Rengarajan, 2007; Butcher Powell 2005).

Traditinal educational approaches have resulted in a mismatch between what is taught to the students and what the industry needs. As such, many institutions are moving towards problems based learning as a solution to producing graduates who are creative; think critically and analytically, to solve problems.

2.3 The Benefit of Teaching Islamic Studies using Charts:

Students learn best by seeing the value and importance information presented in the classroom. If the students are not interested in materials presented, they are will not learn not learn it. In order to achieve the ultimate goals of students learning it is important to make used to a combination of teaching methods and to make the classroom environment as stimulating and interacting as possible students learn in many different ways. Some students are visual learners, while others are auditory or kinaesthetic learners. Visual learners, learn visually by means of graphs, charts, and pitchers. Auditory learners learn by listening to teaching and reading. Kinaesthetic learners learn by doing. Students can prefer one, two or three learning styles.because of activities related to each of these learning style so that all students’ especially Islamic students, are able to succeed in their classes. While we used all of our sense to take in information, we each seem to have preferences in how we all learn best. In order to help all Islamic studies students learn, we need to teach to many of these as possible (Cuaresma 2008).

2.4 The Benefit of Teaching Islamic Studies without Charts:-

Currently, many schools are moving towards problem based learning as a solution to producing graduates who are creative and can think critically, analytically, solve problem. Since knowledge is no longer an end but a means to creating better ways of solving and encourage lifelong learning, problem based learning is becoming increasingly popular in to address the inadequacies of traditional teaching. Since these traditional approaches that do not encourage students to question what they have learn or to associate with previously acquired knowledge (Toe and Wong, 2000).

2.5 Teaching Learning Behaviour and Students' Academic Achievement:

Some classrooms are more interesting than others perhaps because of the teachers enthusiasm, or because he/she has particular skill in explaining, describing an questioning, students, academic achievement are determined by their living for the teacher or the subject, their ability to organized and apply themselves to their studies, or the teacher's own satisfaction with himself/ herself or his / her students.

The two main groups of teaching behaviour are the praise and criticism and the cognitive characteristics of the communication which includes achievement oriented teaching, clarify, extent of teacher-students intention. In the effective category the two most interesting are enthusiasm and warmth. On the negative side, extensive use of criticism tent to be associated with low achievement. The studies of cognitive variables Morrison and Mchtyre (1972) Suggest that students' achievements is related to:

- i. Clear and specific goals and clarify in presentation of materials.
- ii. The teachers' emphasis on achievement.
- iii. Variety in teaching behaviours and in teaching materials and activities.
- iv. Explaining the degree to which the teacher describe the how, why or effect of something.
- v. Rule example-rule patterns the degree to which teachers lead into lessons, round them off.

The attitudes of students toward learning determine their achievement of more effective method of teaching and learning, the student's behaviour is also affected by the teacher's behaviours towards his /her subject and students (Rayan &Cooper.)

2.6 Summary of the Literature Reviewed

Going by the preceded literature reviewed, researches from different contexts have shown that the impact and importance of modern and traditional methods in facilitating understanding and enhancing academic achievement of students cannot be over emphasized. This study concluded that the modern method of teaching was more effective than the traditional method of teaching.

Also, the approach in Nigerian system is more of the traditional methods of teaching and there is need to change to the modern method because it brings about children becoming active learners.

Teachers need to improve their quality at classroom level because children are the leaders of tomorrow, so their foundation must be built on a solid ground.

The retentive capacity of the brain is merely dependent upon the use of senses which produces up to 90% of all the information stored in the brain. The relevance of social science and Islamic studies to modern and traditional method of teaching was highlighted through suggestion their evidence based nature besides enhancing the academic achievement of students, concretizing learning and ensuring effective teaching and meaningful learning, as we know the teacher's ability to influence learning depends on the following:

- A. His knowledge of subject matter
- B. Method of teaching
- C. The personal characteristics of the learner, and
- D. The teacher's present and future interest in learning.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the practical procedure in the study. It is organized as follows:

1. Research design
2. Population of the study,
3. Sample and sampling techniques,
4. Research instrument,
5. Validity of instrument,
6. Method of data collection, and
7. Method of data analysis.

3.2 Research Design

Descriptive survey was the research design used in carrying out this work. It was done to describe a comparative study on the effects of the modern and traditional methods of teaching Islamic studies in senior secondary schools in Yola south local Government Area of Adamawa State. It made use of two sets of questions.

3.3 Population of the Study

The target population of this study constitute of some Islamic studies senior secondary schools students in Yola South Local Government Area.

The table below are five senior secondary schools in Yolo south local government area; that the formed the population frame for the study

S/n	Schools Names	Students
1	SAIS YOLA	100
2	AMC YOLA	70
3	GDSSS DAMARE	10
4	GDSSS H/T	15
5	GDSSS YOLA	20

6	GDSSS SHAGARI	10
7	GDSSS YOLDE PATE	25
8	DARUL ARQAM	20
9	EL-KANEMI COLLEGE	15
TOTAL		285

3.4 Sample and Sampling Techniques

Sampling random techniques will be used to select five (5) schools from the nine (9) secondary schools in Yola south local government area Adamawa state.

The table below are the five random selected senior secondary schools in Yola south local government area, out of nine due to the time management, resources and proper research work respectively.

S/N	SCHOOLS NAMES	STUDENTS
1	SAIS YOLA	50
2	AMC YOLA	10
3	GDSS YOLDE PATE	10
4	GDSSS SHAGARI	10
5	DARUL ARQAM	20
TOTAL		100

3.5 Research Instruments

The researcher used two sets of questionnaires. Section A of the questionnaire asks for the bio data and information of the respondents. Section B contains hundred (100) questions that sought their opinion on the more effective method between the modern and traditional methods.

3.6 Validity of Instrument

In order to ensure the validity of the instrument, the questionnaires will be given to selected experts especially my project supervisor for assessment.

3.7 Method of Data Collection.

The Questionnaire that will be administered to respondents was contained close ended questions. A day was assigned to each of the five (5) schools to administer the questionnaires to the students.

The environment will be conducive and the research will carry out with the principal's permission. The researcher gave instruction to both the respondents on how to fill in the information required in the questionnaires and the researcher collected them immediately and appreciated their efforts.

3.7 Method of Data Analysis

The data collected from the respondents was analyzed accordingly by using a simple percentage method that was presented in a tabular form. The data was clearly illustrated, presented and analyzed in objective and straightforward inferences.

During presentation of the data, my argument to prove the already set up research questions is the majority view of the responses gathered through the questionnaire method.

Formula in calculating the percentage of respondents.

$$\frac{\text{Number of responses}}{\text{Total Number of Questionnaire}} \times 100\%$$

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter deals with data presentation, analysis and discussion of the findings based on the data gathered in respect of the research questions raised to guide the study. The analysis was analyzed, was arranged according to the table using simple percentage a number of one hundred (100) questionnaires were administered. Data are presented in tables to facilitate analysis and logical discussion of findings research questions.

4.2 Presentation and Analysis of Data

Table 1: Traditional method of Teaching use memorization only.

Frequency and percentage distribution regarding views on the use of memorization by traditional method of teaching.

Responses	Frequency	Performance
Agree	65	65%
Disagree	35	35%
Total	100	100

The table above indicates that 65% agreed and 35% disagreed. Therefore majority of the respondents 65% agreed that Traditional method of teaching is when a teacher directs students to learn through memorization, while 35% disagreed.

Table 2: Modern Method of Teaching uses more interactive students only.

Frequency and percentage distribution regarding views on the use of more interactive students by modern method of Teaching.

Responses	Frequency	Percentage
Agree	90	10%
Disagree	10	5%
Total	100	100

The table above shows that 90% agreed and 10% disagreed. This indicates that 90% of the respondents agreed that: modern is a teaching involve a more interacting students. While 10% disagreed.

Table3: traditional method of teaching uses mainly on text books only.

Frequency and percentage distribution regarding views on the use mainly on text books by traditional method of teaching.

Responses	Frequency	Performance
Agree	70	70%
Disagree	30	30%
Total	100	100

The table above indicates that 70% agreed and 30% disagreed. This shows that 70% of the respondents agreed that: Traditional method reliance mainly on text books. While 30% disagreed.

Table4: traditional method of teaching uses talk and chalk only.

Frequency and percentage distribution regarding views on the use of talk and chalk by traditional method of teaching.

Responses	Frequency	Performance
Agree	37	27%
Disagree	73	73%
Total	100	100

The table above indicates that 27% agreed, 38% and 73% disagreed. This is based on the finding it is clear that 27% of the respondents agreed that: modern method reliance on talk and chalk. While 73% disagreed.

Table5: traditional method of teaching uses on basis skills only.

Frequency and percentage distribution regarding views on the use of basis skills by traditional method of teaching.

Responses	Frequency	Performance
Agree	15	15%
Disagree	85	85%
Total	100	100

The table above indicates that 15% agreed, and 85% disagreed. This finding revealed that 15% of the respondents agreed that: Traditional method emphasize on basis skills. While 85% disagreed.

Table6: traditional method of teaching uses assessment is seen as an activity interacted with teaching and learning only.

Frequency and percentage distribution regarding views on the use of assessment is seen as an activity with teaching and learning by modern method of teaching.

Responses	Frequency	Performance
Agreed	70	70%
Disagree	30s	30%
Total	100	100

The table above indicates that 70% agreed and 30% disagreed. This is based on finding it is cleared that 70% of the respondents agreed that: modern of teaching assessment is seen as an activity interacted with teaching and learning. While 30% disagreed

Table7: Traditional method of Teaching uses more wide spreads only.

Frequency and percentage distribution regarding views on the use of more wide spreads by traditional method of teaching

Responses	Frequency	Performance
Agree	60	60%
Disagree	40ss	40%
Total	100	100

The table above indicates that: 60% agreed and 40% disagreed. This finding discover that the 60% of the respondents agreed that: Traditional method of teaching is more wide spreads than the moderm method, while 40% disagreed.

Table8: modern method of teaching uses such as audio, slide pictures only.

Frequency and percentage distribution regarding views on the use of

Such as audio, slide picture by moderm method of teaching.

Responses	Frequency	Performance
Agree	85	85%
Disagree	15	15%
Total	100	100

The table above indicates that 85% agreed and 15% disagreed. This finding revealed that 85% of the respondents agreed that: Using facilitating teaching and learning such as audio, slide pictures is moderm method, while 30% disagreed.

Table9: modern method of teaching uses projector only.

Frequency and percentage distribution regarding views on the use of projector by moderm method of teaching.

Responses	Frequency	Performance
Agree	70	
Disagree	30	70%
Total	100	30%
		100

The table above indicates that: 70% agreed and 30% disagreed. This is based on the finding it is cleared that 70% of the respondents agreed that: Teaching with projector is a modern method, while 30% disagreed.

Table10: method of teaching uses comparative only.

Frequency and percentage distribution regarding views on the use of comparative between traditional and modern of teaching

Responses	Frequency	Performances
Agree	75	75%
Disagree	25	25%
Total	100	100

The table above indicates that: 75% agreed and 25% disagreed. This is revealed that: 75% of the respondents agreed that modern method is better than the traditional method while 25% disagreed.

Table11: modern method of teaching uses reliance hands material approach.

Frequency and percentage distribution regarding views on the use of reliance hands material by modern method of teaching.

Responses	Frequency	Performance
Agree	75	75%
Disagree	25	25%
Total	100	100

The table above indicates that: 75% agreed and 25% disagreed. This shows that 75% of the respondents agreed that: modern method is reliance hands material approach, while 25% disagreed.

Tab12: modern method of teaching uses learning through computer.

Frequency and percentage distribution regarding views on the use of learning through computer by modern method of teaching.

Responses	Frequency	Performance
Agree	80	80%
Disagree	20	20%
Total	100	100

The table above indicates that 80% agreed and 20% disagreed. Therefore, majority of the respondents which is 80% agreed that: learning through computer is a modern method of teaching, while 20% disagreed.

Table 13: modern method of teaching uses emphasize on big ideas.

Frequency and percentage distribution regarding views on the use of emphasize on big ideas by modern method of teaching.

Responses	Frequency	Performance
Agree	778	3%
Disagree	22	22%
Total	100	100

The table above indicates that: 78% agreed and 22% disagreed. The finding revealed that 78% of the respondents agreed that: The modern method emphasize on big ideas, while 22% disagreed.

Table 14: modern method of teaching uses students becoming actives learners.

Frequency and percentage distribution regarding views on the use of students becoming actives learners by modern method of teaching.

Responses	Frequency	Performance
Agree	70	70%
Disagree	30	30%
Total	100	100

The table above indicates that: 70% agreed and 30% disagreed. This is based on the finding it is clear that 70% of the respondents agreed that: modern method it bring students becoming actives learners, while 30% disagreed.

Table 1.5: Traditional method of teaching uses approach in Nigerian system.

Frequency and percentage distribution regarding views on the use of approach in Nigeria system by modern method of teaching.

Responses	Frequency	Performance
Agree	88	88%
Disagree	12	12%
Total	100	100

The table above indicates that: 88% agreed, 30% and 12% disagreed. This shows that surprisingly that 88% disagreed that: The approach in Nigerian system is more of the traditional method, while only 12% agreed.

4.3 Discussion of Finding

Research Question 1: what are the definitions of traditional and modern methods of teaching?

From the finding of the study, the respondents are agreed that, Traditional method of teaching is when a teacher directs students to learn trough memorization and recitation techniques thereby not developing their critical thinking, problem solving and

decision making skills. This has agreed with (Skinner, 1958)" and it is a popular technique, which has been used for decades as an educational strategy in all institutions of learning."

While modern method is the combination of various digital media type such as text, images, audio, and video into an integrated multi-sensory interactive application or presentation to convey information to an audience. (Butcher Powell 2005). (Sunal et al 1994) modern or constructivist approach to teaching is more of interacting, student-based made of teaching. Here, the students learn through group participation.

Research Question 2: Teaching with projector is a modern method.

The finding of the study believed that majority of the respondents agreed that teaching with projector is a modern method of teaching, this also agreed with Abdullahi (2008) observed that modern method of teaching involved appropriate utilization of slide films projector films stripe, recording manipulative and other related electronic media.

Research Question 3: Traditional method reliance mainly on text books.

The finding of this study shows that traditional method of teaching reliance mainly on texts books, this agreed with (Bound & Feletti, 2004).

The traditional method of teaching is critically examined, evaluated and some modifications in the delivery of knowledge is suggested. As such, the strengths and weakness of each teaching methodology are identified and probable modifications that can be include in traditional methods are suggested.

Research Question 4: Traditional method of teaching is more wide spreads than the modern method.

Based on the finding of this study, it is obvious that the traditional method of teaching is more wide spreads than the mordent as agreed with the views of the respondents, this also agreed with Skinner (2000) who observed that the traditional method of teaching reliance mainly on texts book, start with the part then move on to the whole.

Research Question 5: modern method is better than the traditional method.

From the detailed analysis of data gathered during the study in accordance with the research question number ten 10, with the views of majority of the respondents modern method is the best method of teaching. This is agreed with the view (Shelly, Cashman, Gunter and Gunter, 2006). Modern it is the ability to capture the attention of the learner because it addresses a variety of learning style. Today's students expect to use digital media devices in their daily lives, so these devices, or similar media technology, should be woven seamlessly into their classroom experiences.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The purpose of this research is to find out a comparative study on the effects of the traditional and modern methods of teaching Islamic studies in senior secondary school in yola south local government Area of Adamawa state as a case study.

5.2 Summary

The study began with the introduction to the study background and the description of the research problem. The objectives, significant of the study scope and delimitation, operational definition of terms and determine to provide a frame work within which the investigation was carried out.

A review of the related literature which consist of theatrical frame work, connectionist theory of learning, was largely discussed on the comparative study on the effects of the traditional and modern methods of teaching Islamic studies in senior secondary school in yola south local government Area of Adamawa state as a case study.

The researcher use case study as the research procedure, and hundred items in the medium of questionnaire were applied to collect data. The researcher collected the views of hundred (100) respondents drawn from the some selected senior secondary schools in Yola South Local Government.

The views of the respondents were collected on the comparative study on the effects of the traditional and modern methods of teaching Islamic studies. Percentage were used to analyse the data collected. Result were presented in tabular forms.

The finding revealed the following:

- i. The effect of modern and traditional enhance achievement.
- ii. Achievement of students are influenced in modern and traditional.
- iii. From the detailed analysis of data gathered during the study in accordance with the research question number ten 10, with the views of majority of the

respondents modern method is the best method of teaching. This is agreed with the view (Shelly, Cashman, Gunter and Gunter, 2006). Modern it is the ability to capture the attention of the learner because it addresses a variety of learning style.

5.3 Conclusion

Based on the information at hands, the effect of modern and traditional methods has significance influence over achievement of students in Islamic studies, hence achievement significantly determine students learning Islamic studies. The finding shows that, the effects of modern and traditional teaching can extremely enhance achievement and promotes students such that, higher grade would be obtained through fully participation.

Also the finding revealed that modern method of teaching involved a more interacting students.

Based on the research, if traditional are only used as teaching in facilitating learning poor performance would be the result, that is why a Chinese philosopher who known Feng Youlan said " what I hear I forgot, what I see I remember and what I do I understand" hence hatred the subject and act away from it.

As matter of fact, making good provision of teaching more effective, meaningful and students carried home knowledge.

5.4 Recommendations

1. Senior secondary schools Islamic studies teachers in yola south local government area as necessary equipped their teaching adequate provision of modern method, so that help students to develop abstract skills and understand the significance of provision modern teaching while lesson delivering.
2. Parents should ensure encouraged the students by potentially helping teaching in provision of relevant teaching and to concretize their knowledge and skills gained.
3. School should provide all necessary facilities to the use of teaching in provide and developing the students achievement.

4. Government and Curriculum planners, developers and implementers should provide basic and necessary for modern teaching method of Islamic and assist arts teachers/ students with the knowledge of not only science teachers/students on only makes use of teaching materials.
5. Other Education regulatory agencies should utilize their goods and necessary opportunity and organizes workshops, seminars and enlightenments for Islamic studies teachers on providing good modern method of teaching.

5.5 Suggestion for Further Studies

1. Impact of modern method of teaching on students' academic performance at secondary schools level.
2. I done the research in senior secondary schools level, further studies should be made in N.C.E level.
3. Further studies should be made to find out the teacher level of effective use of modern in teaching Islamic studies.
4. Further research should be made to explore whether the provision of modern method teaching stop different act, school dropout and other students misbehaviors such as making noise, bullying or wanting during lessons.

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LETTER TO THE RESPONDENTS

Directorate of Undergraduate
studies,

Federal college of Education,
Yola

Islamic Studies Department,

PMB 2042, YOLA,

25 JULY 2017.

Dear Respondents,

I am a final year student of the above mentioned department carrying out research on the title the comparative study on the effects of the modern and traditional methods of teaching Islamic studies in senior secondary schools in Yola South Local Government area of Adamawa State.

I want to kindly response to this questionnaire to help me i this research work. Your response will be very useful for academic purpose and will be treated with most confidentiality.

Yours faithfully

HAMMANADAMA ABUBAKAR SADIQ

DUS/ISL/2014/0348

QUESTIONNAIRE

A Comparative study on the Effects on the Modern and Traditional Methods on Teaching
Islamic Studies in Senior Secondary Schools in Yola South Local Government Area.

A Section A: Demographic Information

Age (), Level (), Sex ()

B Please tick (✓) any statement that represents your choice of response below

I. Agree II. Disagree

S/N	QUESTIONS	Agreed	Disagreed
1	Traditional method of teaching is when a teacher directs students to learn through memorization?		
2	Modern method is a teaching involve a more interacting students.		
3	Traditional method relay mainly on text books.		
4	Modern method relay on talk and chalk		
5	Traditional methods emphasize on basis skills		
6	Modern methods of teaching assessment is seen as an activity interacted with teaching and learning		
7	Traditional method of teaching is more wide spreads than the modern method		
8	Using facilitating teaching and learning such as audio, slide pictures is modern method of teaching		
9	Teaching with projector is a modern method		
10	Modern method is better than the traditional methods		
11	Modern methods is reliance hands material approach		
12	Learning through computer is a modern methods		
13	The modern method emphases on big ideas		
14	Modern method it bring students becoming actives learners		
15	The approach in your system is more of the traditional method		