

**ASSESSMENT OF EFFECTS OF ACTIVITY- BASED AND
BRAINSTORMING INSTRUCTIONS ON STUDENTS' PERFORMANCE IN
ISLAMIC STUDIES IN JUNIOR SECONDARY SCHOOL IN KADUNA STATE,
NIGERIA**

Isma'il ABUBAKAR

APRIL, 2018

**ASSESSMENT OF EFFECTS OF ACTIVITY-BASED AND BRAINSTORMING
INSTRUCTIONS ON STUDENTS' PERFORMANCE IN ISLAMIC STUDIES IN
JUNIOR SECONDARY SCHOOL IN KADUNA STATE, NIGERIA**

BY

**Isma'il ABUBAKAR
B.ED Islamic Studies (ABU)
P13EDFC8037**

**SUPERVISORS:
DR. G. SA'AD
DR. A. GUGA**

**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN
CURRICULUM AND INSTRUCTION IN THE**

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

APRIL, 2018

DECLARATION

I hereby declare that the work in this dissertastion entitled “**ASSESSMENT OFEFFECTS OF ACTIVITY-BASED AND BRAINSTORMING INSTRUCTIONS ON STUDENTS’ PERFORMANCE IN ISLAMIC STUDIES IN JUNIOR SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA**” has been carried out by me in the Department of Educational Foundations and Curriculum Faculty of Education, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

Isma’il ABUBAKAR

Date

CERTIFICATION

This dissertation entitled ASSESSMENT OF EFFECTS OF ACTIVITY-BASED AND BRAINSTORMING INSTRUCTIONS ON STUDENTS' PERFORMANCE IN ISLAMIC STUDIES IN JUNIOR SECONDARY SCHOOL IN KADUNA STATE, NIGERIA by ISMA'IL ABUBAKAR meets the regulations governing the award of the Degree of Master in Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

Prof. G. Sa'ad
Chairman, Supervisory Committee

Date

Dr. A. Guga
Member, Supervisory Committee

Date

Dr. M. I. Harbau
Head of Department
Educational Foundations and Curriculum

Date

Prof. S. A. Zubairu
Dean, School of Postgraduate Studies

Date _____

DEDICATION

This dissertation is dedicated to the soul of my late father Alhaji Abubakar Ummar and my late mother Malama Halima Jibril.

ACKNOWLEDGMENTS

All praise be to Allah who gave me talent, health, strength, patient and courage to carry out this research work, My sincere and unlimited appreciation go to the supervisory committee of this work in persons of Dr. G. Sa'ad chairman, supervisory committee and Dr. A. Guga member, supervisory committee for their effort in supervised the work from beginning to the end in order to make sure that the work meets the required standard, despite all the academic and administrative responsibilities conferred on them. I am very grateful.

I also appreciate the contribution, guidance and inspiration of our hard working Departmental Postgraduate Coordinator Dr. A. A. Dada, Head of Curriculum and Instruction section Dr. (Mrs.) H.O. Yusuf and Head of Department Prof. B.A. Maina, may Allah bless them in return. My appreciation will not be completed without mentioned my able, respected and hard working lecturers whose wealth of knowledge and experiences I have benefited like Dr.S.U. El-Yaqub, (Wakilin Malaman Zazzau), Dr. A. M. Aminu, Dr. As.F. Mohammad, Dr. (Mrs.) H.Y. Audi, Dr. (Mrs.) Ehinmadu, Prof. R. Bako, Dr. A Sani. I am very happy for the roles they played for the sake of my studies and dissertation.

I am also glad to commend the effort of my late father Alhaji Abubakar Ummar and my late mother Malama Halima Jibril may their soul rest in perfect peace, they have contributed a lot and finally made me what I am today through their prayers, moral training, and financial contribution. May Allah bless them with Firdaus. My profound gratitude also goes to my beloved wife and children for their love, patient and tolerance may Allah bless them with Firdaus. I want to acknowledge the contributions of my brothers, sisters, and entire family and relatives; I really appreciated their support and prayers day and night to see the success of this work. May Allah be reward you with uncountable benefits.

I will not forget the effort and contribution of research assistants who have assisted me in data analysis and interpretation, my friends, course mate, mentors, neighbours colleagues and well-wishers who have contributed immensely to success of this dissertation; may your effort and contributions be rewarded with His bounties. Thank you all and God bless.

TABLE OF CONTENTS

Cover Page		i
Title Page		ii
Declaration		iii
Certification		iv
Dedication		v
Acknowledgements		vi
Table of Contents		vii
List of Tables		x
List of Appendices		xii
List of Abbreviations		xiii
Operational Definition of Terms		xiv
Abstract		xv
CHAPTER ONE		
1.1	Background to the Study	1
1.2	Statement of the Problems	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	9
CHAPTER TWO: REVIEW OF RELATED LITERATURE		
2.1	Introduction	11
2.2	Conceptual Framework	11
2.2.1	Concept of Islamic Studies	13
2.2.2.	Concept of activity-based instruction	16
2.2.3	Concept ofBrainstorming Instruction	23
2.2.4	Concept of Conventional Methods	28
2.2.5	Concept of Performance	32

2.3	Theoretical Framework	33
2.3.1	Constructivist Learning theory	33
2.3.2	Cultural Activity	35
2.4	Islamic Studies Curriculum	36
2.4.1	The Aims and Objectives of Islamic Studies Curriculum	37
2.4.2	Nature and Scope of Islamic Studies Curriculum	41
2.4.3	Resources for Islamic Studies Curriculum Implementation	44
2.5	Origin of Activity-Based Instruction	48
2.5.1	Characteristic of Activity-Based Instruction	49
2.5.2	Importance of Activity-Based Instruction	59
2.5.3	Types of Activity-Based Instruction	51
2.6	Origin of Brainstorming	53
2.6.1	Importance of Brainstorming	54
2.6.2	Types of Brainstorming	54
2.6.3	Rules in Brainstorming Session	55
2.7	Evaluation of Student Performance in Islamic Studies	59
2.8	Empirical Studies	61
2.9	Summary	66
CHAPTER THREE: RESEARCH METHODOLOGY		
3.1	Introduction	68
3.2	Research Design	68
3.3	Population of the Study	69
3.4	Sample and Sampling Techniques	70
3.5	Instrumentation	71
3.5.1	Validity of the Instrument	71
3.5.2	Pilot Study	73
3.5.3	Reliability of Instrument	73

3.6	Procedure for Data Collection	73
3.7	Procedure for Data Analysis	75
CHAPTER FOUR: RESULT AND DISSCUSSION		
4.1	Introduction	76
4.2	Description of Study Variables	76
4.3	Response to Research Questions	77
4.4	Testing of Hypotheses	82
4.5	Summary of Major Findings	87
4.6	Discussion of Findings	88
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS		
5.1	Summary	91
5.2	Conclusion	93
5.3	Recommendations	94
5.4	Contribution to knowledge	94
5.5	Suggestions for Further Studies	95
	References	96
	Appendices	106

LIST OF TABLES

Table	Page
1: Population of the Study	70
2: Sample Classification of students	71
3: Table of Specification for JSS	72
4: Frequency and Percentage of Respondents based on Groups	76
5: Gender of the Respondents	77
6: School Location	77
7: Descriptive statistics on the effect of activity-based instruction on Students' performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state	78
8: Descriptive statistics on the effect of brainstorming instruction on Students' performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state	78
9: Descriptive statistics on the effect of activity-based and Brainstorming instructions on students' performance in Islamic Studies as compared to Conventional method in junior secondary Schools in Kaduna state	79
10: Descriptive statistics on the effects of activity-based and Brainstorming instructions on male and female students' Performance in Islamic studies as compared to the Conventional Method in junior secondary schools in Kaduna state	80
11: Descriptive statistics on the effects of activity-based and Brainstorming instructions on rural and urban students' performance In Islamic studies as compared to the Conventional method in Junior secondary schools in Kaduna state	81
12: Summary of Independent sample t-test on the effect of activity-based instruction on students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State	82
13: Summary of Independent sample t-test on the effect of brainstorming instruction on students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State	83
14: Summary of Analysis of Variance on the effects of activity-based	

and brainstorming instructions on students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State	84
15: Summary of Analysis of Variance on the effects of activity-based and brainstorming instructions on male and female students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State	85
16: Summary of Analysis of Variance on the effects of activity-based and brainstorming instructions on rural and urban students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State	86

LIST OF APPENDICES

A: Request to Answer Research Questions	106
B: Lesson Units	107
C: Lesson Plan for Islamic Studies Activity-Based Instruction (ISABI)	108
D: Lesson Plan for Islamic Studies Brainstorming Instruction (ISSBI)	124
E: Lesson Plan for Islamic Studies Conventional method (ISTI)	139
F: Pre-Test Instrument	150
G: Post-Test Instrument	152
H: Answer to Islamic Studies Achievement Test (ISAT)	154
I: Population of the Study	155

LIST OF ABBREVIATIONS

GJSS	=	Government Junior Secondary School
ABI	=	Activity-Based Instruction
BSI	=	Brainstorming Instruction
FME	=	Federal Ministry of Education
NERDC	=	Nigeria Educational Research and Development Council
WAEC	=	West African Examination Council
NECO	=	National Examination Council
CAP	=	Centre for American Progress
FGN	=	Federal Government of Nigeria
FRN	=	Federal Republic of Nigeria
ISAT	=	Islamic Studies Achievement Test
SOSAT	=	Social Studies Achievement Test
SOSTRAM	=	Social Studies Achievement Test
SOSITM	=	Social Studies Inquiry Teaching Method
JSCE	=	Junior Secondary Certificate Examination
SSPS	=	Statistical Packaged For Social Science
N T I	=	National Teachers Institute

OPERATIONAL DEFINITION OF TERMS

1. **Effect:** Is a change that is produced by a cause a result when something is done or happens.
2. **Activity-based:** this is student-centered in nature, where the students actively participate in their learning experiences physically and mentally.
3. **Brainstorming:** brainstorming as an innovation conference with special nature in order to produce as list of ideas that can be use as clues lead students to be the development of the problem while giving each student the chance to express his/her ideas and share those ideas with others and encourage new ideas.
4. **Instruction:** The way a teacher generally organizes his content in order to teach his planned objectives.
5. **Performance:** refers to the level of achievement attain via the combination of inputs from student motivation and conduct.

ABSTRACT

The study titled Assessments of effects of activity-based and brainstorming instructions on students' performance in Islamic Studies in Junior Secondary Schools in Kaduna state, Nigeria. The study was conducted with five objectives which include: determine the effects of activity-based instruction on students' performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state; examine the effects of brainstorming instruction on students' performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state; and determine the effects of activity-based and brainstorming instruction on students' performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state. Quasi-experimental research design was used in the study. The total population was 40,490 out of which six (6) intact classes of Zaria and Soba local governments of two hundred and forty two (242) students were used as sample size. A researcher-made test called "Islamic Studies Achievement Test" (ISAT) was used for data collection. The instrument was pilot tested with the reliability index at 0.88. Mean and standard deviation were used to analyses the research questions. Hypotheses 1 and 2 were tested using t-test, while hypotheses 3, 4 and 5 were analyzed using ANOVA at 0.05 alpha level of significance. Findings revealed that Students taught Islamic Studies using activity-based instruction performed significantly better than those taught with conventional method in Junior Secondary Schools in Kaduna State. Performance of students taught Islamic Studies using brainstorming instruction was far better than those taught using conventional method in Junior Secondary Schools in Kaduna State. In the light of the findings from this study, it was recommended that;Islamic Studies Teachers should promote activity-based instruction as it will encourage and motivate students to participate actively in classroom. Brainstorming instruction should be adopted by Islamic Studies teachers since it improved faculty of reasoning and thinking during teaching and learning, workshops, seminars, conferences and enlightenment should be organized from time to time for Islamic studies teachers in junior secondary schools in Kaduna stated so as to keep abreast of modern or innovative teaching instruction such as activity-based and brainstorming instruction.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Instructions of teaching have attracted the attention of many researchers over the years. Activity-based and brainstorming instruction in Islamic studies teaching has been the concern of many educationists. Islamic studies, as a practical and theoretical subject should engage student in teaching and learning but what operates largely in junior secondary schools (JSS) in Kaduna state presently is more of reading, memorization and hearing without engaging students in active teaching and learning.

The way a teacher presents a subject matter will make students like or dislike the subject, make them to understand the lesson or otherwise (Yusuf, 2012:161). Instruction is what the professional teacher utilizes to maximize students learning. It includes ways in which teachers do things that cause permanent changes in the students' behaviour. There are instructions that encourage the development of ability, creativity or instruction of teaching and learning Islamic studies by school quality assurance despite the suggested instruction of the use of guided activity instruction of teaching and learning by doing according to Nigeria Educational Research and Development Council (NERDC, 2007) and as such, what writer observed in the past teaching of Islamic studies at the junior secondary school level was based on Conventional method of teaching which is mainly talk and chalk, and note taking. This could be the cause of the poor performance in both teacher made and standard examination.

Usman and Shuiab (2001) pointed out that 75% of Islamic studies teachers use Conventional method and copying of notes by students. This; according to them does not allow active student's participation in Islamic studies lessons rather; memorization of fact and concepts

without the basic understanding of what it is. Rillero (1994) said “A child best learns to swim by getting into water likewise a child best learns by doing or participation, “people only learn what they experience” (Dada, 2015) Another name of Activity based and brainstorming instructions is experience based instruction (Yusuf, 2012).

Islamic Religious Studies (I.R.S); is one of the subjects taught at Junior Secondary Schools across the country. It is aimed at inculcating moral and spiritual virtues into the minds of the learners in order to grow up and abide by provision and teaching of their religion with the fear of God. According to Fafunwa (2004), religious training and moral institutions should educate and be regarded as fundamental to the development of sound education and should be accorded complete equality with secular subjects. Based on the aforementioned significance of religious studies to the development of sound education; the choice of effective teaching instructions that will assist in the transmission of religious values and virtues is necessary and vital. As most of its teaching are accustomed to using conventional method (class teaching) that focus on contents transmission with little or no chance for learners participation. Dauda (2014), stated that globally, conventional method of teaching is considered obsolete; a big burden with little impact on the learning development of the children.

Different instructional methods develop different skills in the learners, a variety of teaching methods make the teachers job more stimulating and enjoyable. The modern day educational instruction emphasizes strongly on those teaching methods that will ignorant and a mere recipient of knowledge. It is believed that involving child–learner in the teaching and learning via activity-based and brainstorming instruction will make teaching and learning more interesting, make the classroom environment lively, arouse the interest of the learners and sustained their interest and attention throughout the teaching and learning period.

There might be other causes for poor performance such as unqualified teachers, an auxiliary one, over population of students in the classes, inadequate of instructional materials and so on. This study intends to investigate the assessment of effect of Activity based and brainstorming instructions over Conventional method of teaching in students' performance in Islamic studies at JSS level. Activity-based instruction which is student-centered in nature, invites students to participate actively in his/her own learning experiences (discussion, debate, role-play, manipulation of materials and so on). Brainstorming is a group creativity forum for general ideas, it involves oral and pre-writing exercises for helping the learner for expressing ideas by the teacher. Islamic Studies is a process of self-discipline, which ensures spiritual and intellectual growth of the individual. Performance is generally referred to how well a student is accomplishing the tasks and studies, active classrooms are basic requirements for construction education. In activity based and brainstorming instructions of teaching all students/pupils regardless of ages must be active, either mentally, physically or both during the entire lesson. During activity based and brainstorming teaching, classroom environment is active because it is based on activities planned with the child's/learner's interest in mind. Teachers respect children by upholding students' right to their feeling, ideas and opinion and guide them where necessary. In activity based and brainstorming classroom students are in a position of active not just receivers. Activity based and brainstorming instruction help learners to construct mental models that allow for higher order performance (Churchill, 2003).

Conventional method of teaching which is teacher – centered dominated most of schools, which causes neglect in students' participation on teaching and learning, poor performance, exam malpractice, un-connection between past ideas and present one; the source of these problems are instructions of teaching, these have motivated or necessitated the writer to study in

this area. It is against this background that the study seeks to establish if activity-based and brainstorming instructions are appropriate to enhance students' performance in Islamic Studies in JSS in Kaduna State.

1.2 Statement of the Problem

The teaching and learning of Islamic studies face a lot of problems most of the teachers use conventional teaching instruction which comprises of memorization and note taking. Yangin and Dinder (2007) have an idea that if the teacher has less resources then he/she has to choose the Conventional way of teaching that is lecture instruction. Fafunwa (2004) confirmed that the negative attitude of students towards Islamic studies is partly due to poor instruction of teaching. If poor teachings and learning occurred, result should be negative in nature. Islamic studies teachers are brought and trained under Conventional method (class teaching) which is the most abused and least effective instruction in many respects and circumstances. The students are in this respects passive participants who do not contribute in the lecture going on.

Over the last three decades, the framework for understanding that the basis of teaching and learning shifted from teacher centered to student-centered teaching and learning where the responsibility is rested on learners for their own learning but most teachers prefer to use conventional method and this might have caused the failure in performance, examination malpractice, teachers cannot transfer their knowledge to the students. Hull (1999) noted rightly that, "the majority of students in schools are unable to make connection between what they are learning and how the knowledge will be used", simply because students do not contextualize teaching and learning process.

Conventional method of teaching has often been criticized for ignored or inadequate consideration to the needs, interest and experiences of the student there by limiting performance

of students. One of the leading causes of students' poor performance in Nigeria as reported by various studies conducted by researchers such as Tanko (2014) and Dauda (2014) has to do with instruction used by teachers. Which are inadequate to bring about desired level of performance in classroom participation in both male and female students. Researcher is of the view that there is need to use innovative teaching instruction to see if there will be improvement in students' performance in Islamic studies. The above statement prompted the researcher to carry out this study titled " Assessments Effect of Activity-Based and Brainstorming on the Performance of Islamic studies Students in Junior Secondary School in Kaduna State, Nigeria".

1.3 Objectives of the Study

The main objective of this study was to assess the effect of Activity-Based and Brainstorming instructions on students' performance in Islamic studies in JSS in Kaduna state, Nigeria. The specific objectives of the research are as follows;

1. determine the effect of activity-based instruction on students' performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state;
2. examine the effect of brainstorming instruction on students' performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state;
3. determine the effect of activity-based and brainstorming instructions on students' performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state;

4. investigate the effect of activity-based and brainstorming instructions on male and female students' performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state; and
5. ascertain the effect of activity-based and brainstorming instructions on rural and urban students' performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state.

1.4 Research Questions

The research was guided by the following questions:

1. What is the effect of activity-based instruction on students' performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state?
2. What is the effect of brainstorming instruction on students' performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state?
3. What effects does activity-based and brainstorming instructions have on students' performance in Islamic studies as compared to Conventional method in junior secondary schools in Kaduna state?
4. What are the effects of activity-based and brainstorming instructions on male and female students' performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state?
5. What are the effects of activity-based and brainstorming instructions on rural and urban students' performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state?

1.5 Hypotheses

The following hypotheses were formulated for the course of the study:

H₀₁: There is no significant difference in the effect of activity-based instruction on students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State.

H₀₂: There is no significant difference in the effect of brainstorming instruction on students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State.

H₀₃: There is no significant difference in the effects of activity-based and brainstorming instructions on students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State.

H₀₄: There is no significant difference in the effects of activity-based and brainstorming instructions on male and female students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State.

H₀₅: There is no significant difference in the effects of activity-based and brainstorming instructions on rural and urban students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State.

1.6 Basic Assumptions

The study is based on the following assumptions:

1. The activity based and brainstorming instructions could enhance and motivate students' performance in Islamic studies in JSS in Kaduna state
2. Both activity-based, brainstorming instructions and Conventional method of teaching are appropriate for teaching the topics listed in the scheme of work in JSS in Kaduna state.

3. The selected topics are appropriate for the level of students in the schools selected for the study in JSS in Kaduna state.
4. The schools used for the study are representatives of junior secondary school in Kaduna state

1.7 Significance of the Study

The findings of this study will help in the following ways:

The findings from the study are expected to provide bases for curriculum planners and developers to recommend activity based and brainstorming instructions among other instructions in schools to improve teaching and learning Islamic studies situation currently existing (Conventional method) in junior secondary schools.

Furthermore the findings will be of great significant to the students when consider the desired of qualitative and quantitative solid foundation of education in the sense that the findings of this study will increase students' motivation in teaching and learning and bring about personal satisfaction and facilitate students' active in classrooms to generate ideas, facts from the lesson.

The work will serve as a wake-up call to teacher training institution nationwide, like Colleges of Education, National Teachers Institutes, faculties of education and so on. Findings will encourage curriculum trainers to develop workshops, seminars, monitoring programmed and need to put more emphasis on activity-based and brainstorming instructions during training programmed, in order to improve students' academic performance.

The findings of this study will be great importance to the teachers who are the key to the teaching and learning as well as students' performance by provided empirical information and

application procedures of activity-based and brainstorming used by teachers that are relevant to the teaching and learning Islamic studies in junior secondary schools.

Furthermore, it is hoped that the result from this research would be of great benefits to further researchers, who may embark on similar or related area of study. The result will enable them to know the extent of the study that have been carried out in this field and also this serves as sources of materials and reference to them.

Finally the findings will be great significant to the ministry of education as well as ministry of science and technology, as they are principal determinants of secondary school education in Nigeria. The findings of the study will enable them to understand the situation and position of activity-based and brainstorming toward students' performance as it will offer students chance to be active in teaching and learning according to individual students' need and enable the ministry to get feedback on student's performance and store it for further reference.

1.8 Scope of the Study

This study investigated Assessment the effect of activity-based and brainstorming Instructions on students' performance in Islamic Studies, the study was carried out in JSS in Kaduna State. Specifically, the study was limited to Zaria Education zone. The six public junior secondary schools (JJSIII) of Zaria and Soba local governments were used for the sampled in the study. The reason for selecting Zaria education zone is due to fact that Zaria zone is one of the zones with the highest student's population offering Islamic Studies in Kaduna state; which consists of four experimental groups, and two control groups. The experimental groups were taught using brainstorming and activity-based while control groups were exposed to

Conventional Method. Other variables studied include Islamic Studies, Performance, and resources for Islamic studies curriculum implementation among the others.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, related literature to the research was reviewed. The areas of related literature considered include; Conceptual Framework; Concept of Activity-Based Instruction; Concept of Brainstorming Instruction; Concept of Islamic Studies; Concept of Conventional method; Concept of Performance; Islamic Studies Curriculum; The Aims and Objectives of Islamic Studies Curriculum; Nature and Scope of Islamic Studies Curriculum; Resources for Islamic Studies Curriculum Implementation; History of Activity-Based Instruction; Characteristic of Activity-Based Instruction; Importance of Activity-Based Instruction; Types of Activity-Based Instruction; History of Brainstorming; Importance of Brainstorming; Types of Brainstorming; Rules in Brainstorming Session; Theoretical Framework; How to Evaluate Performance; Empirical Studies; and Summary.

2.2 Conceptual Framework

. Teaching as an act of planning and implementation of instruction for the learners to which aim to bringing about particular changes in their behavior, Learners can be active or passive. Activity-based and brainstorming instructions make students to be active in teaching and learning in which students solve their problems, answer and formulate questions on their own, debate, explain, discuss or brainstorm during lesson, is the instruction in which a teacher is facilitate through organizing active class room, drawing on student's interest and experience, helping student to reason and promoting independent learning for better performance. Hull (2009) stated that, active classroom instruction describes ways of thinking about teaching and learning that emphasize students' responsibilities for such activities as planning,

learning, interacting with teacher and others. Planning and assessment are made around the abilities and need of the students, the students; are actively engaged in creating, understanding and connecting knowledge, they are allowed to explore, experiment, discover and interpret on their own; it concentrate on what learners do, rather than what teacher does.

Activity-based instruction, started sometime in 1944 around World War II by a British man David Horsburgh came to India and finally decided to settle down there. Brainstorming instruction was introduced by Alex Osborn, an American advertisement company manager in 1938 as a result of his inconvenience of Traditional business meetings. In 1953 the instruction (brainstorming) was popularized by him (Alex Osborn) in his book called “Applied Imagination”. Brainstorming means using the brain to be active in problems solving and brainstorming session aims to develop creative solutions to problems (Jarwon, 2015).

Individual cannot be prepared for present and future through pouring information into them through the conventional method of teaching. That depends on the teacher in the first place. However, this must be done through guiding students toward achieving knowledge understanding in relation with everyday problems since we live in the era of openness between communities requiring to employ, information and investing it in solving problems in the environment leading to the development of thinking ability as well as developing involvement (Al-daud, 2014). The meaning and objective of Islamic studies, implementation of Islamic studies curriculum towards inculcating Islamic norms and the need for qualified teachers, concept of performance and Conventional method are include.

2.2.1 Concept of Islamic Studies

Islamic studies teaching and learning dated back to the time of prophet Mohammed (S.A.W). From that time onward, different instructions have been evolved by different people to make teaching and learning a rewarding profession and improve student's performance.

Islamic Studies is one of the best systems of education which makes an ethical groomed person with all the qualities, which he/she should have as a human being. Also Islamic education is primary viewed as divinely revealed and thus prepares individuals to be upright citizens on earth and to ultimately attain happiness in the life after death. It is revealed from the definitions above that God is the centre and focus of Islamic education; hence to be educated, a Muslim must be devoted to attaining the pleasure of God. This should result in pious actions that would enable the Muslim to draw closer to God. The only way this can be achieved is according to the divine revelation, being the Book Quran and the example left by the Prophet Muhammad (Peace be upon him) (Yoloye, 2012).

Education in Islam is regarded as a process that completely nurtures the individual. Education should aim at the balanced growth of the total personality of man through the training of man's spirit, intellect, rational self, feelings and bodily senses, such that faith is infused into the whole of his personality. In Islamic theology, knowledge is gained in order to actualize and perfect all the dimensions of the human. The paradigm of perfection is the Prophet (Peace be upon him), and thus the goal of Islamic education is for Muslims to live as he (Peace be upon him) lived and to imitate him with knowledge, the prophet establish the first school in his palace. It is not a matter of coincidence or accident that Islamic religion and Islamic education go together; the fact is that, without the latter the former cannot be said to have been firmly

entrenched and understood. The Holy Prophet was reported to have said that, “If Allah wants to do good to a person; he makes him to understand the religion” (knowledge) (Rammel, 2012).

In Nigeria today, there are some people who adopt a confused approach to defining Islamic education. These people deliberately refer to Islamic education as being synonymous with Islamic studies, which is just a subject in the Nigerian western-oriented educational system. The basic discernible difference is that Islamic studies is an academic subject offered in formal school settings, whereas, Islamic education refers to the total of the upbringing of an individual within the content and context of Islam (Yoloye, 2012).

There are various views as there are authorities in Islamic studies or any other discipline. Some see it from the sociological point of view; some view it from the historical perspective while some prefer to view it from the sharia view point. According to Mohammad (2011), Islamic Studies entails giving instruction on purely theological matters, such that the trainee would be able to practice the five pillars of Islam. He further explains that Islamic education is a process of self-discipline, which ensures spiritual and intellectual growth of the individual. ¹

However, neither of the above can stand the test of our time because, we have realized that Islamic education is not confined to ensuring the practice of the five pillars of Islam. The pillars only constitute the worship (*Ibadat*) aspect of the religion. Not only this, spiritual and intellectual development are but two of the three important dimensions of personality development, the definitions leave out the psychomotor domain.

Islamic Studies as a system of education, which entails ideology concept expounding the very nature of life (here and after), and prescribing the position of man and his role on earth. In arriving at this definition, the writer is greatly influenced by the opinion of Qutub in Lawal. (2012) from which we can infer that Islamic Studies includes the doctrine and pragmatic set up

which emanate from and premised on the ideological framework. The framework in question entails ethics and its sustaining power, politics and its characteristics, social order and its values, economic precept and its philosophy and internationalism in its ramification.

Hussaini and Asharaf in Mohammad (2011) asserted that it refers to the process involving three references: the individual, the society, and the whole content of reality both material and spiritual which play a dominant role in determining the nature and destiny of man and the society. This indicates their consideration of Islamic Studies to be the study of mankind, social, economic and political behavior of a place where people live or have lived. they stated that Islamic studies is a branch of education which trains the sensibility of pupils in such a manner that their attitude to life and their actions decisions and approaches are governed by the spiritual and deeply felt ethical values of Islam. While some prefer to view it from the sharia point of view (Al – Ali, (2011) asserted that Islamic Studies refers to the process involving three references, the individual, the society or national community and the whole content of reality, both materials and spiritual which play a dominant role in determining the nature and destiny of man and the society. This signifies that Islamic education is the study of mankind's Socio-economic and political behaviour of a place where people live or have live. He sees Islamic education as the best means of creating a new generation of young the same time become intellectually retarded or educationally backward or unaware of development in any branch of human knowledge.

Since education is described in this manner and it emphasis is on fruitful result in all aspects of human life, Islamic Studies is not different from this extent. It even laid emphasis on education from the dual point of view. As rightly pointed out by some authorities in the field, example, Al-Beely cited in Rammel (2012), stated that Islamic Religious Studies is an education

which trains the sensitivity of learners in such a manner (that is their attitude to their action decisions and approaches to all kinds of knowledge. They are governed by the spiritual and deeply felt ethical values of Islam. This was farther analysed by Khusro in Lawal (2012). Discovered that Islamic studies aim at the balance growth of the total personality of man through the training of his spirit, intellect, rational and body senses.

This is the true nature of Islamic studies as found in another literature by another scholar Sharif in Mohammad (2011) that Islamic studies is the creation of good and righteous sense of the term, build up to structure his earthy life according to the shariah and employ it to sub-serve his faith. This was rightly summarized by Rammel (2012) who defined Islamic studies as a system of solving all problems by giving the spirit (heart) its supreme position in the body system. In addition, the concept of Islamic studies refers to the process of learning Ibadat, how to worship and practice it for the betterment of one self and the society here and in the hereafter.

2.2.2 Concept of Activity- Based Instruction

One of the ways to understand something is to get ones hand on it, and just like the great saying of Confucius about the success of students' learning that is given below. "Tell me I will forget, show me and I may remember, involve me and I will understand". Activity-based curriculum organization, according to Ben-Yunus (2008) "is a child centered activity where learners are challenged, through, meaningful activities to find the solution to simple problems that are within their range of ability". An activity-based teaching revolves around students learning through "hands-on stage and their thinking being concrete rather than abstract. Abstract concepts are difficult for most of students to grasp simply by hearing them explained; hence Activity -based instruction can make abstract concrete (Deboar, 2009).

This could involve manipulating materials researches for learning, writing answers to simple quiz questions, going out of the classroom environment to observe things in their material habits. Dada (2015) stated that an important claim of this approach (Activity Based Instruction, ABI) is that, “people only learn what they experience”. This approach is based on determining the genuine needs and interest of learner, which in turn; forms the basis of the curriculum; He further said that education is the development of all the aspects like body, mind and spirit. So mind without activities cannot develop the personality perfectly. This instruction also promotes better understanding of a lesson among students as they understand the lesson by practicing the task themselves. The most important feature of activity-based instruction is learning by doing, so this instruction can fulfill the natural urge of a growing child on one hand and can also help them learn their lesson. According to Guga (2011), ABI is mastery learning, it is a curriculum design that purpose to offer the opportunity for all students to sure succeed by giving individual students all time they need to master the objectives.

Activity based instruction is “that learning which is related to active purposes and translates itself into behaviour changes; children learn best those things that are attached to, solving actual problems that help them in meeting real needs that connect with some active interest. Learning in its true sense, is an active translation. Activity based instructions is also called experience curriculum. (Yusuf, 2012:84). According to Sabiq in NTI (2013) Activity-based instruction, involves the participation of students in teaching and learning process ,it is students’ centred in which ideas, facts concepts generated by students, This instruction is still being use in illm and nizamiyya schools respectively, further explained that in activity-based classroom there are three (3) aspects to be considered these are mu’allim (teacher), mas’alah (topic/discussion) and dullab (students), teacher here regarded as coach while students consider

as active participants in the lesson, now the three aspects above have provided the picture of active classroom atmosphere in which students' feature prominently. The students will enjoy this type of class activity and will remember at least most of the ideas participated during teaching and learning. Al-ghazzali in NTI (2013) stated that A B I is good for teaching and learning ilm al tawhid and moral related issues which student could perceive. Topics like the effect of hamr (alcohol), zina (fornication), and maisr (gambling) on the society in Islamic view best to be taught through the use of ABI. The same could be use in teaching the concept of Allah, his creations powers, his revealed books and so on this is because students participate and contribute a lot as prophet taught his sahaba (companion).

According to Al-jaza'ir in NTI (2013) ABI is a good way of teaching and learning Islamic studies in which pupils/students engage in and participate Islamic education/studies classroom at all levels of education. The instruction (ABI) can be used to teach simple knowledge of fiqh (jurist), example a teacher who teaches the wudu (ablution) mention the availability of water, ability to use it as conditions of ablution can invite students to many activities such as "what can one do in a situation where there is no water or there is water which he cannot use because of sickness?" these questions directly invite students/pupils to participate in lesson in which a number of ideas /solution could be generated by students and teacher evaluates the lesson by introduces the new topic al-tayammum (dry ablution). Activity based instructions as defined by Prince (2004) is a learning instruction in which students are engaged in the learning process. In Activity based instruction (ABI) teaching instruction, in the words of Harfield, Devis, Panke and Kenley (2007), students actively participate in the learning experience rather than sit as passive listeners Learning activities are based on 'real life experience' help learners to transform information or knowledge into their personal knowledge

which they can apply in different situations. Hafield, et al., (2007) by quoting Prince (2004) said that, active learning instruction is different from conventional method of teaching on two points. First active role of students, second collaboration among students, Churchill (2010) defined activity-based instruction as the learning process in which “student is actively involved in doing or seeing something done”.

According to him activity based instructions frequently involves the use of manipulative materials which helps learners to ‘construct mental models that allow for higher-order’ performance such as applied problem solving and transfer of information and skill. In activity based instruction the learner examines learning requirements and thinks how to solve a problem at hand. The students do not learn about the content rather they learn about the process to solve the problem. As they go towards the solution of the problem, they also learn about the content. Activities are an effective and useful instruction for teaching complex concepts Hake, (2010). Iwuji (2012) stated that, activity based instructions is based on variety of activity-based teaching instruction. The prerequisite for this learning should be based on doing experiments or activities.

If learner are provided the opportunity to think and solve problems on their own, then the learning becomes long lasting. The important features of the activity based instruction are that, is learner centered and it encourage self-learning, it also allows the learner to study according to his/her own ability and skills for meaningful learning to take place, learners require to experience events. Hull (2014) noted rightly that, “the majority of students in schools are unable to connect between what they are learning and how that knowledge will be used. One of the reasons is that students do not contextualize teaching/learning process. Activity based instruction is helpful to contextualize the students learning. In an active-learning classroom students are active learner not passive receivers. According to Stoblein (2009), this approach (ABI)

provideway of integrating learning with students' knowledge and by exposing them to a variety of activities, helps them to learn how to learn. He describes activity based instructions as a "successful teaching model" in the field of teaching and learning.

These activities, if carried out in an effective manner, develop skills like team-working, communication, design, leadership, project, management, research, problem-solving, reflection and life-long learning in the learners. These activities are based on the real life experiences, can help students to apply the same practical life and hence prepare students for future life. In activity – based teaching/learning environment, the teacher is a facilitator, motivator, guide and a coach not on the stage. Students must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives.

They must make what they learn part of themselves. Students' motivation is high if these activities are personally relevant to the students (Kafai, 1996). Nadu (2008) defined ABI as work that involves direct experience by the student rather than textbook. Activity-based instruction should allow students engaging with and processing information in such a way that he understands and builds his knowledge about particular subject. An outcome of successful learning would be that the students has acquired the basic literacy, skills and is able to apply this knowledge or skill learnt in a relevant situation. Stublein (2009) said ABI as an instruction, where by activities on different types, suitable and relevant to specific subjects are integrated seamlessly into the regular instructional materials and instruction to involve students in the teaching and learning processes and engage them fruitfully.

For learning to take place, it is necessary that the students understand and engage with the information to be learnt. It is also important that students process the information with higher

level of thinking, such as comprehension, analysis, synthesis, application and metacognition. When this happens, the student is able to relate the information to any life situation, connect it with the past learning, build his or her own knowledge and become a knowledgeable and contributing citizen as an adult (Suydan and Higgans, 2011). Similarly, the use of active learning instruction for a general course (subject) was associated with the improvement of student performance (Kovac, 2013). There has been much emphasis on participating classroom activity because there is a general agreement that effective learning requires students to be active in the learning process.

In addition researchers believe that the more students are involved in teaching and learning process, the more they learn the topic (Towbridge et al., 2000; Deboer, 2009). Toras (2002) suggested that student – centered learning has in theory, promoted and brought about greater student participation and involvement. Therefore, for students to be at the centre of teaching and learning process, their needs and requirements must be at the heart of this process. Meaning can only be formed in students' minds by their own active efforts (Sauders, (2010) and cannot be created by someone else for students. This suggests that students are not simply passive recipients of information from the teacher (Deboer, 2002). In active learning contexts, students see their work as important because they full important and their ideas and findings are valued. Amos (2002) argued that students' active participation also requires a positive, supportive learning environment in which they feel free to ask their own questions, express their ideas and thoughts and receive support and encouragement. When students realize that their ideas and thought are valued and related with respect by the group members, when they actively involve themselves in group activities, they feel more confident, and thus participate more in the activities (Broun, 2015).

Many different instructions have been suggested for involving students in lessons and engaging them in active learning (Trowbridge et al., 2010; Deboer, 2012). However, in order for any instruction to be successful, effective lesson planning is essential. A lesson plan requires teacher to be clear about its sequence of the activities in the lessons, the purpose and goals of the lessons. The planning process involves clarification of the roles of the teacher and students. Thus, it makes easier for students to follow the teacher's material and encourages them to participate more in the lesson and take responsibility for their own learning (Good and Brophy, 2012 Calderon et al, 2016). For these reasons, effective lesson planning has a positive effect on students' teaching and learning. (Brown 2013).

Moreover, teachers should allow some flexibility in lesson planning in order to encourage students to participate more in the lessons. It is important to be sensitive to the mood of the class and if something is not going well to abandon it and move on or change task completely. Otherwise, a rigid lesson plan potentially hinders rather than helps; the teaching-learning process, since it could prevent students from being involved in the lessons. Questioning is among the common ways that teachers use for involving students in the learning process. Indeed, Amos (2002) reported that up to one-fifth of what a teacher says in a classroom is likely to be in the form of questions. If teachers ask open-ended questions, they allow students to think freely and flexibly, to express their own ideas and thoughts without thinking that they have to give one 'right' answer and they promote successful discussions that stimulate student participation.

Amos (2002) supported the use of open-ended questions, arguing that closed and subject-oriented questions that rely on linear- processes and logical reasoning discourage students from thinking differently from the teacher and may deter students from answering the questions asked. In addition to the nature of the questions asked, the process of asking questions is also important

for students' learning and development. Providing sufficient 'wait time', about 3-5 seconds, after asking a question for students not only increases student participation but also provides them with opportunity to think critically and create more ideas and responses (Trowbridge et al., 2010; and Amos, 2002).

From the above scholars' view, the writer defined activity base-instruction as the process of teaching adopted by a teacher to emphasize his/her instruction of teaching through activity in which the students participate rightly and bring about efficient learning experiences. It is a child-centered approach. It is instruction in which the child is actively involved in participating mentally and physically. Learning by doing is the main focus in this instruction. Learning by doing is imperative in successful learning since it is well proved that more senses are stimulated, the more a person learns longer and he/she retains.

2.2.3 Concept of Brainstorming Instruction

Brainstorming Instruction involves oral and pre-writing exercise for helping students to be active in finding solution of day to day problems according to Al-blwi (2006). stated that brainstorming as an innovation conference with special nature in order to produce as list of ideas that can be used as clues that can lead students to the development of the problem while giving each student the chance to express his/her ideas and share those ideas with others and encourage new ideas. According to Zeitoun (2011), brainstorming was introduced by Alex Osborn to produce ideas without inhibition. Brainstorming instruction involves oral and pre-writing exercises exchanging ideas by the learner and for expressing ideas by the teacher. It is an instruction that is used under discussion instruction. Brainstorming is the multiple thinking that includes the breaking up of old ideas, making new connections, enlarging the limits of knowledge and the onset of wonderful ideas (Hoing, 2011). Chia (2011) mentioned that a lot of

teaching instructions have been used to activate learner, brainstorming is an instruction of teaching which used to activate learners' prior knowledge to facilitate teaching and learning. This may take the form of giving the class a particular key word or ideas. Students are asked to call outward and ideas they personally connect to the key words prepared by teacher.

Al-ghazalli in NTI (2013) mentioned that brainstorming instruction refers to a situation in which student is going to use mental capability aided by only the introduction of the problem from the teacher to find out what is required from him (that is solution to the problem). This instruction aim at allowing student to find phenominan and fact by themselves there by understanding why they happen to be so, similarly it teaches students to learn skill and processes in arriving at their answer. For example, if a teacher wants to teach the effects of telling lies on the personality of the liar in Islamic view, all the teacher needs to is to introduce the problem (topic) and break it and start by asking the questions as what is a lie?, Who is a liar?, what do people think of liar?, how does a father react to telling lies against his son? And how do friends react to friends who tell lies against them? Through these and similar questions, the teacher could get answers from Qur'an and hadith.

Al-ghazalli further explained that the aims of brainstorming are to help students to learn the skill, facts, information by themselves. This instruction comprised three (3) essentials as stated in his book *al-musta'af fi-ilm al-usul* they are the *mas'alah* (the problem), *al-hadd* (scope of the problem) and *al-burhan* (the elaboration of the problem). When these three (3) essentials are available Al-ghazzali said is set in motion. The teacher will ask question and guide students in the light of the three essentials towards the goal that is the solution of the problems. Brainstorming can be used to stimulate and motivate students' performance and is appropriate to teach *ilm-al-tawhid*, morality, *mirath* (inheritance) and so on.

Akinboye (2013) defined brainstorming as a group creativity forum for general ideas. Brainstorming involves oral and pre-writing exercises for helping the learner Eble (2012) refers brainstorming as the instruction which emphasizes participation, dialogue and two-way communications. He states further that it is the one in which the instructor and a group of students consider the topic, issue, or problem and exchange information, experiences, ideas, opinions, reactions, views and conclusions with one another. Goldman in Akinboye (2013) encourages the use of brainstorming instruction by the teacher to ensure that some misconceived ideas are re-arranged. According to questions aimed at teaching students to find out the facts for themselves and do critical thinking.

The major purpose of brainstorming as an instructional strategy is to foster and enhance communication skill, help to promote thinking and decision making skill as well as foster different viewpoints and opinions. It may equally be used in all key areas of learning. However, the major limitation is that it is generally not suitable for younger levels of teaching and learning required in order for it to work. The teacher must equally be able to guide and give aids as necessary considering the class environment as such consideration often determine the outcomes. In brainstorming Instruction, the instructor carefully plans the lesson to teach groups, interacts in response to questions, and the instructor refrains from entering the discussion as an active participant. Students are encouraged to learn about the lesson/subject by actively sharing information, experiences, ideas, views and opinions.

The flow of communication is a transaction among all the students rather than memorization or recitation and response between individual students and the instructor. The Brainstorming elicits higher level of reflective thinking and creative problem solving including synthesis, application and evaluation. There is also evidence that information learned through

active discussion is generally retained better than materials learned through Conventional method. Moreover, students often prefer to participate in discussion rather than to be passive learners in a lecture.

Farangi, Fatemi and Qaviketf (2014) highlighted that one of the instruction that can make a classroom interactive is brainstorming. Brainstorming is a combination of a relaxed, informal approach to problem Solving and lateral thinking; people are asked to find ideas and thought; that at can first seem to be a bit irrelevant. It is a powerful practice that creates new ideas and motivates students to carry tasks. The ideas are to use some of these ideas to form original, creative solutions to problems. The goal of brainstorming is to direct students or people to new ways of thinking and break from usual way of reasoning. Brainstorming contributes to the generation of creative solutions to the problem. It teaches students to breaks away from old patterns of reasoning to new unexplored paths of thinking.

According to Al-qarni (2011) brainstorming is one of the most well-known tools for effective thinking. However, he pointed out that some previous studies have led to many misconceptions of brainstorming. Bobb-wolff (1996), argues that brainstorming can be a useful and enriching tool in the classroom and a means of showing students that they are collectively capable of generating more ideas to improve their learning process than they believed possible. This in turn, leads to an increase in their autonomy of learning and self-responsibility. But most importantly, it improves the quality of student's participation and student production in class.

Farangi et al., (2014) stated that brainstorming is an instruction used to encourage individuals to generate ideas and come up with a list of possible solutions to a certain problem. It can be considered as the first step in teaching and learning process as a means to enhance

students' performance in teaching and learning. Brainstorming is the act of spontaneously jotting down ideas in preparation for various aspects of learning. Some prove to be useful; while others can be discarded (Ledbetter, 2010). In addition, Mecdowell (2013) defines brainstorming as "the act of defining a problem or idea and coming up with anything related to the topic no matter how remote a suggestion may sound. All of these ideas are recorded and evaluated only after brainstorming complete. Tomlinson (2014) agrees with Madowell that brainstorming is a pre-writing activity in which a writer gets down everything he can think of on a set subject without judging ideas; after that the writer looks at the result for patterns or other useful information about the subject. The important point about brainstorming is that there should be no pressure on the writer of whatsoever. Student should simply open their minds to whatever point pops into them after their own. In fact the issue of teaching and learning by starting with brainstorming and its relation to students' motivation has become increasingly important to educators, teachers as well as students.

Al-harbi (2012) stated that brainstorming is teaching and learning instruction which is based on the activity of the learner through practical learning providing opportunities for real life, field visits, oral presentation and games to achieve specific learning objectives. Thus educational institutions are keen to exercise inside the classroom to achieve integration, balance and comprehensiveness for all aspects of physical, cognitive and social development of the learner in the school environment inside and outside the classroom, the activities of occasions, the activities of music, sports and activities that develop the five senses.

Keshwon (2014), discovered brainstorming instruction as a teaching instruction which emphasizes participation, dialogue and two-way communication. He states further that it is the one in which the instructor and a group of students consider a topic, issue or problem and

exchange information, experiences, ideas, opinions, reactions, and conclusions with one another. Keshwon encourage the use of brainstorming instruction by the teacher to ensure that some misconceived ideas are re-arranged. According to Jonah (2013), brainstorming instruction involves the asking of carefully framed questions aimed at teaching students to find out facts for themselves and do critical thinking. The major purpose of brainstorming as a teaching strategy is to foster and enhance communication skill, help to promote thinking and decision-making. Available research evidence also supports the general effectiveness of brainstorming instruction compared with the Conventional method. Brainstorming elicits higher levels of reflective thinking and creative problem solving, including synthesis, application and evaluation. There is also evidence that information learned through active discussion is generally retained better than material learned through tradition. Moreover, students often prefer to participate in discussion rather than to be passive learners in a teaching and learning.

From the above concepts of brainstorming, writer defined brainstorming as instruction of teaching which have been used to activate learner's prior knowledge to facilitate teaching and learning, in which flow is open to student to solve problem after framed instruction by teacher and finally correct their ideas where necessary. It is aimed at the development of critical thinking skills, creative thinking and upper level thinking skills. Finally brainstorming is an instruction used to encourage individuals to generate ideas and come up with a list of possible solutions to a certain problem.

2.2.4 Concept of Conventional Method

There are many instructions which teachers use to impart knowledge to students. Conventional method is part of instructions. Conventional method, is an oral (lecture) instruction of teaching. Tanko (2014) stated that, it is essentially a one-way press. The current

Nigerian classroom whether primary, secondary or tertiary institutions level, tends to resemble a one-person show with a captain but often comatose audience. Classes are usually driven by “teacher-talk” and depend heavily on textbooks for the structure of this course. There is the idea that there is a fixed world of knowledge that the student must come to know. Information is divided into parts and built into a whole concept. Teachers serve as pipelines and seek to transfer their thoughts and meanings to the passive students. There is little room for student initiated questions, independent thought or interaction between students.

The Conventional method according to Njoku (2010) is defined as a teaching technique in which one person, usually the teacher; presents a spoken discourse on a particular subject. Dauda, (2014) sees the method as a teacher dominated approach to teaching. According to Tanko (2014), the teacher comes to the classroom fully armed with a mass of facts, he presents ideas or concepts, develops and evaluates them and summarizes the main point at the end, while the students listen and take down notes. Stoblein (2009) also observed that students merely “absorb and absorb” the facts and factual memorization of discrete facts. The conventional method instruction is also referred to the expository instruction which is an old aged long Conventional method of teaching in which knowledge or information are presented, conveyed imparted, or transferred to learners by the teachers with) dominates the authoritarian teaching and learning process, talks as an autocrat, as a repository of knowledge, to passive listening students who unquestionably see the teachers presentation as sacrosanct. The expectation is that the latter should be able on demand to regurgitate a rote-memory stored knowledge presented by the teacher, (Mezieobi, Fubara arxl Mezieobi, 2008).

Conventional method is fully teacher- centered process. Students are given update of the factual materials in direct and logical manner and this has got a number of limitations.

Communication is one way, experts are not always good teachers, and audience is passive. Learning becomes difficult to grasp. Proficient oral skills are necessary. Lecture should contain clear introduction and summary. As it is audience specific it must include examples. Hence there are many flaws in the present teaching system that is employed in our setup. Students are passive listeners; there is no exposures to critical thinking; No active learning; this discourages students from learning. There is lot of confusion in their minds and therefore subject as a whole is never gasped

Conventional method of teaching is teacher-centered. In this paradigm, leader is an authoritative person and students are the passive recipients of information (for example lecture, demonstration, Socratic and so forth). Students are expected blindly to accept the information they are given without questioning the instructor. Stoblein (2009) stated that, the teachers seek to transfer thought and meanings to the passive students leaving little room for student initiated questions.

Dauda (2014) stated that, the Conventional method of exposition has this advantage. It saves time and energy in that teachers cover a large amount of materials (syllabus) to a large class size in a very short period. This is however a detriment to student learning in that only one sense organ is involved in learning The advantages of lecture instruction according to Olorukooba (2012), include the following.

- i. It saves time and energy: It is not expensive as only the chalk is required Good command of English and boldness saves the teacher a lot of challenge in the class.
- ii. It offers easy coverage of syllabus and faster dissemination of scientific information and facts.
- iii. It allows easy handling of large classes without much stress.

The students are given the same material content at the same time there is uniformity in the facts the students are given

- iv. The students' efforts in searching for facts in books are saved as they are told the facts by the teachers.
- v. The teacher has the full control of what the students should learn or know.

Disadvantages

- i. Meaningful learning of is never parroted as it appeals to only the sense of hearing
- ii. The different ability groups present in any given class are not taken care of those students who will learn better *by* handling and manipulating of objects are completely left out. This can be frustrating for this group of students.
- iii. It is stressful for students to sit still for a long time at once listening and writing It can lead to restlessness and disruption of normal class procedures.
- iv. Conventional method encourages only rote learning without necessarily aiding understanding
- v. The students are passive and spoon-fed. It is teacher-centered

This method of teaching is much regimented. Teachers choose the course material based on the curriculum they are required to cover by the end of the term. Students' success is based upon a measure of individual performance in comparison to the work of the rest of the class. Emphasis is placed on the instructor in a Conventional method classroom. The class teaching follows a strict format where the teacher talks and the students listen to what he/she has to say. The classroom is very quiet, as students work on assignments individually, instead of with their peers. Classroom objectives are measured students are all given the same learning goals, which are based on the information covered in classroom (Olorukoobe, 2012)

2.2.5 Concept of Performance

Performance really means three things; the ability to study and remember facts, being able to study effectively and see how facts fit together and form larger patterns of knowledge and being able to think for yourself in relation to facts and thirdly, to be able to communicate. According to Pruet (2010) performance is the level of achievement attained via the combination of inputs from student motivation and conduct.

Adediwura and Tayo (2007) asserted that performance is generally referred to how well a student is accomplishing his or her tasks and studies, but there are quite a number of factors that determine the level and quality of students' performance. This no doubt supports the view of Nicholas (2004) that the most current information on improving performance shows that there are three conditional influences linked to levels of performance among school students.

These influences according to the information include:

1. High quality parenting (the degree to which a young star is provided with an enriched, warm and responsive learning environment which includes appropriate control and discipline over children, and are closely associated with both higher grade reading and mathematics skills).
2. High quality child-care environments (stimulating activity and nurturing as reflected in high quality parenting).
3. High quality first-grade classrooms (with a focus on literacy instruction, evaluative feedback, instructional conversation, and encouraging child responsibilities).

Alasoluyi (2016) revealed that performance is how students deal with their studies and responsibilities given to them by their teachers. Louis (2012) observed that performance

is the ability of students to obtain high grades and standard test scores in school courses, especially courses that are part of the core curriculum.

2.3 Theoretical Framework

The underlying philosophy of this study lies in the constructivist learning theory and Structure activity theory (SAT)

2.3.1 Constructivist Learning Theory

The constructivist theory emphasizes that students learn when they construct their own meaning, and deep learning takes place when students are engaged in active learning Focusing on a more educational description of constructivism meaning is intimately connected with experience (Mahoney, 2004). According to Mahoney, students come into a classroom with their own experiences and preconceived structures are valid, invalid or incomplete.

The learner will reformulate his/her existing structures only if new information or experiences are connected to knowledge already in memory. Inferences, elaborations and relationships between old perceptions and new ideas must be personally drawn by the student in order for the new idea to become an integrated, useful part of his/her memory. Memorized facts or information that has not been connected with the learner's prior experiences will be quickly forgotten. The learner must actively construct new information into his/her existing mental framework for meaningful learning to occur. Von Glasersfeld in Olurokooba (2002) pointed out that the responsibility of learning should reside increasingly with the learners where they are actively involved in the learning process-unlike previous educational viewpoint where the responsibility rested with instructor to teach. Here the learners play a passive role.

In a constructivist setting the role- of the teacher is to organize information around conceptual clusters of problems, questions and discrepant situations in order to engage the student's interest. Teachers assist students in developing new insights and connecting them with their previous learning Ideas are presented holistically as broad concepts and then broken down into parts. The activities are student-centered and students are encouraged to ask their own questions, carry out their own experiments, make their own analogies and come to their own conclusions. Cognitive theorists believe the role of the teacher is to provide learners with opportunities and incentives to learn, bolding that among other things. (1) All learning except for simple rote memorization requires the learners to actively construct meaning. (2) Students' prior understandings and thoughts about a topic or concept before instruction exert a tremendous influence on what they learn during instruction. (3) The teacher's primary goal is to generate a change in the learner's cognitive structure or way of viewing and organizing the world and. (4) Learning; in co-operation with others is an important source of motivation, support, modeling and coaching. Feden. (2011).

The constructivist theory of learning supports cognitive pedagogy, for that human have an innate sense of the world and this domain allows them to move from passive observers to active learners. Carlson (2003), supports a strong emphasis on identifying building upon and modifying the existing knowledge (prior knowledge) students bring to the classroom, rather than assuming they will automatically absorb and believe what they read in the textbook and are told in the classroom instruction which actively involves the students, is what Constructivists emphasize in it teaching approach hence knowledge gained lasts long in their memory, since human beings are not passive recipients of information. Conventional teacher as information giver and textbook

guided classroom has failed to bring about the desired outcome of producing thinking students (Yang & Collin, 2011).

A much heralded alternative is to change the focus of the classroom from teacher dominated to student-centred using Activity-Based and brainstorming instruction. Constructivism is not accepting what you are told but your prior knowledge about what you are taught and your perceptions about it. Active involvement of students is emphasized in Constructivism, hence knowledge gained lasts long in their memory, Yager (2011), attested to the fact that 'one only knows something if one can explain it'. Learners actively take knowledge, correct it to previously assimilated knowledge and make it theirs by constructing their own interpretation (Cheek, 2012). Hence, this study is relevant to the present research in the sense that it placed the teacher in the position of facilitator or guide, where the students are active. This is exactly what the instructions involves in this study seeks to ascertain, because these instructions (activity-based and brainstorming) enable learners to be active and assimilate knowledge by constructing their own interpretation. The above is in line with this present study as it placed emphasis on the ability of students to construct knowledge on their own minds through process of activity-based and brainstorming.

2.3.2 Cultural Activity Theory

Cultural activity theory as developed by Eric Meyers (2007) addresses human activity as they relate to artefacts, shared practices and institutions, thus it goes beyond individual knowledge and decision making to take development view of minds in context. As people work, play, act, think and solve problems together. One should also recognize that agents in learning process, through their activities, influence the context in which such learning take place. Cultural

Activity Theory, then as a dynamic model, is particularly appropriate for the study of educational practice. This theory has relationship with the present study as finding solution to a certain problems using of activity-based and brainstorming instruction brings about social interaction which plays fundamental role in the development of cognition.

2.4 Islamic Studies Curriculum

Islamic studies curriculum has been prepared to reflect broad concern NERD (2007) defined Islamic studies curriculum as the totality of learning experiences, which center on the relationship between man and his creator and between man and his fellow man.

In-selecting topics and contents of this curriculum the goal/aims and objectives of federal government of Nigeria on national economic empowerment strategies needs and millennium development goals (MDG) are taken into consideration.

Islamic studies curriculum falls naturally into various interconnected sub-division or branches. Those branches, which have been inter-corporate in the basic school curriculum, are six which are:

1. Qur'an (revealed word of Allah first source of book of guidance for muslim)
2. Hadith (saying, action and silent approval of prophet Mohammad (S.A.W))
3. Tawhid (Unity of Allah)
4. Fiqh (jurisprudence)
5. Sirah (History)
6. Tahdhib (moral act)

Every branch has own contribution to national development. Morally cannot be detached from Islamic studies curriculum. It will be observed that the aims of Islamic Studies curriculum and national policy on Education are substantially the same.

2.4.1 The Aims and Objectives of Islamic Studies Curriculum

Every educational system has its own objective likewise Islamic studies. In realizing this fact the participants at the First World Conference on Muslim Education in 1977 at the end of the Conference reaffirmed this and resolved that: Education should aim at the balanced growth of the total personality of man through the training of man's spirit, intellect, rational self, feelings and bodily senses, The training imparted to a Muslim must be such that faith is infused into the whole of his personality and creates in him an emotional, attachment to Islam and enables him to follow the Qur'an and the Sunnah and be governed by Islamic system of values willingly and joyfully so that he may proceed to the realization of his statue as Khalifatullah to whom Allah has promised the authority of the universe.

This in summary shows that the aim of Islamic education is to produce a good and righteous man, he who worships Allah the Creator and acts according to the dictates of Shari'ah. This act of worship requires total submission to Allah as it is supposed to be in line with Quranic verse that says: "I have created the Jinn and man only to worship me" (Qur'an 51:56).

This position does not mean that Islamic education is against other secular sciences, Islamic education as earlier mentioned is wide and comprehensive. It encompasses all sciences, either secular or religious. The Qur'an says. "Nothing have we omitted from the Book," (Qur'an 6:38). From this we can deduce that Islamic education comprises of other sciences such as

medicine, engineering, mathematics, psychology, sociology etc., because they are also Islamic sciences once they comply with Islamic tents and attitudes (Sharif, in Mohammad 2011)

The primary aim of Islamic studies is to give the world a knowledge and wisdom which gives standard of value and judgment that apply to all spheres and activities of human life.

This was further buttressed by Islamic scholars like Imam Ghazali. He believed that unless the philosophy succeeds in broadening its range of application and in giving Islamic concept for all branches of knowledge, it will not be able to satisfy new generation and save them from invasion of divided purposes of any paralyzing doubles. Therefore, the goals of any educational system should be the process of training all its members in the society mentally that can make them acquire knowledge not merely to satisfy an intellectual curiosity or just for material wordly benefits.

Thus, the ultimate aim of Islamic studies lies in the inculcation of discipline. In order to achieve this, Islamic studies objectives are divided into what is referred to as individual objectives and social objective (Qutub, 2006)

Baloch in Lawal (2011) preferred the subject to be called individual education and social education. To him the individual education aims at familiarizing and socializing the individual with the following objectives.

- i. His relation to another creation
- ii. His individual' responsibility in life
- iii. His responsibilities towards human communities.
- iv. His social relation
- v. His relationship to the universe and universal pheromena and exploration of natural laws in order to utilize and explore them.

- vi. His maker's creative wisdom apparent in his creation.

While the social education aims at the following objectives:

- i. Building a society as good pious and Allah fearing individual where social justice prevails
- ii. Building a society where tolerance, brotherhood, love, mercy, goodness and righteousness are predominant.
- iii. Building a society based as mutual consultation and the maximum exportation of the individuals intellectual capacities.
- iv. Building a society where individual enjoy freedom of thought and are competent to take responsibilities.
- v. Building a society where individuals can live an ideal, pure and happy life, thus, the aims and objectives of Islamic studies is of dual nature the social objectives as well as moral objectives with much emphasis on individual development in particular and the society in general. Hence the training of specialist in all walks of life from simple trade to highly academic projection and secondly the acquisition of religious knowledge.

In fact, the revised national policy on education recognized education as an instrument per excellence for affecting national development. Thus Nigeria, acknowledged the major social problems with which the society is bedeviled has found it compelling to use education to combat these problems. Consequently, moral and religious subjects such as Islamic Studies were introduced into the secondary schools curriculum (FRN, 2013).

The Islamic studies curriculum has been designed to inculcate in the learner true and balance value at an age when his mental and moral development is at a formative stage, with a view that the inner stability obtained and the guiding principle learned will help him or her to

stand firm amidst the cross-current of ideas and rapid social change which are the feature of our age, (FRN, 2013).

The survival and welfare of a nation depend mainly on the way of life of its individual members, their mental and moral orientation and cohesion as a society. In Islam, this fact has been its teaching; therefore it addresses its self to the whole way of life of individuals and society as to achieve a balance result.

Islamic studies according to the national curriculum for junior Secondary (2004) aims at the following

- A. Recognition of Allah as the creator and sustainer of the universe and the soul source of value
- B. Cultivation of the sense of gratitude to Allah and submission to His guidance and moral laws, both in our worship to him and in our behavior towards our fellow men.
- C. Awakening of the faculty of intellect and reasoning in accordance with the Quranic injunctions:

“...will you not use your reason?”

(Chapter 21 verse 10)

And

“...will you not ponder and reflect?”

(Chapter 16 verse 17)

- D. Encouragement of the pursuit of useful knowledge in accordance with the saying of the prophet Muhammad (S.A.W).

“The search for knowledge is a duty for every Muslim, male or female;”

and the application of such knowledge for the benefit of humanity in field of science, technology, medicine etc.

- E. Attainment of balance development of the individual and the community by given due weights to the physical, social, intellectual, moral and spiritual need of man.
- F. Realization of human right, equality and brotherhood with emphasis on practical means of achieving social solidarity and ethnic harmony in place or greed and selfishness
- G. Awakening in the heart the consciousness of the presence of Allah as witness of all our actions, thought, and behaviours acting as restraint on wrong doings whether public or private as an incentive to good behavior (NERDC, 2007).

Looking at the above objective we understand that the government has concern for the development of individuals and societies in general but the application of these objectives in our secondary schools is another thing which the researcher is investigating so as to see the effect of the multivariable in the teaching of Islamic studies in Kaduna state.

2.4.2 Nature and Scope of Islamic Studies Curriculum

The nature and scope of Islamic studies curriculum cannot be over emphasized especially when consider its meaning and objectives as stated earlier. It is essential to note that to link Islam with Middle East or to believe that all Muslims are Arabs and all Arabs are Muslims is incorrect. There are many Muslims in the world and the Arabs make up a percentage of the total Muslims population. Shariff in Olatobosun (2013) stated that Islamic Studies is seen as the message of Islam which seeks to established comprehensive interdependent and compassionate society. It is not directed towards a particular group of people in any particular location.

This means that it suits all times and all places. This part is strongly supported by verses of the Quran such as:-

Blessed is he who sent down the criterion to his servant, that it may be an admonition to all creature (Chapter 25 verse 1)

In another surah the Quran says:

Oh men! I am sent on to you all (chapter 7 verse 150)

It is necessary to state the fact that Islamic education is not limited to a particular place or group of people but to the entire universe.

Similarly, an Islamic study because of its nature incorporates all aspects of reforms, revitalization and maintenance of educational values, knowledge as well as skills expected of people who are concerned with progress and modernization.

Al-Beely in Olatubosun (2013) stated that Islamic studies emphasizes that a Muslim society need secular as much as it need a knowledge of Islam and Arabic language and believe that both types of knowledge are equally indispensable.

Thus, it develops in its followers a positive attitude towards knowledge and acquisition of knowledge. It advises are to be modest and never to overestimate what has been learnt. It further gives direction to this effect where it is stated in the Holy Quran:

Are those equal, those who know and those who do not know (chapter 39 verse 9)

Islamic studies naturally fall into the various interconnected subdivision or branches of knowledge. Those branches which have been designed as learning experiences incorporated in

the curriculum of junior secondary schools (JSS) are six: the Quran, Hadith, Tauhid, Fiqh, Sirah and Tadhhib

Tahdhib in particular as a branch of Islamic studies puts special emphasis on the field of moral and social teaching derived from the Quran and Hadith. It include clean habits good manners, honesty and truthfulness, keeping promise, patience and endurance, obedience to constitute authority, modesty of behavior and the importance of seeking knowledge for Muslim. It also includes warning on alcohol, smoking, taking drugs, adultery and fornication backbiting envy and so on. Early scholar such as Ibn Taymiyyah, believed that desires alone could not be the sole cause of evil. They believe that evil only comes about when desires are combined with ignorance. Therefore knowledge acquired from school is an effective curative measure against wrong doing; it gives clear perception and differentiates between evil and good. Allah the Exalted says:

“Those (who) truly fear
Allah among His servants (are those)
Who have knowledge”. Chapter 35 verse 28

Islamic studies vary depending on the level and the need concerned.

Man is put in the focus then it proceeds from known to unknown. And to a large extent those who went through the learning of the subject have significantly gained and become good and responsible people in the society.

Thus, Islamic studies should not be taught as a subject aimed at passing examinations and scoring high grades should be taken like the religion itself. Al - Ali (2011) further stressed that the teacher objectives in teaching Islamic Studies is to develop them intellectually, morally and wholly as ideal Muslim personalities whose perception of life is *that they have been* created by

Allah basically to worship him (S.W.T) and to represent his authority on earth he emphasized that the importance of Islamic studies cannot be over emphasized as a subject of school curriculum in many countries Nigeria inclusive. This is because it helps students to learn to be useful and responsible members of their society. It also gives them an opportunity to learn how to relate with others and more importantly their relationship with Allah as their creator. NTI (2013) stated that Qur'an and hadith of prophet (S.A.W) as well as Islamic history are sources of knowledge for Muslim revelation, nature and history. Islamic studies is a learning experience which guides the students to study and be able to explain the message of the Holy Qur'an; the practical applications of the Qur'an, illustrated by authentic hadith, and the Shari'a law, its principles and wisdom in human life and civilization; therefore, leading to success in life and the attainment of Allah's Mercy in the Hereafter. Islamic studies thus, comprise of (a) Qur'anic studies (b) Hadith studies (c) Shari'a law and interpretation (d) wisdom of the Qur'an in civilization.

2.4.3 Resources for Islamic Studies Curriculum Implementation

The effective curriculum implementation requires quite numbers of resources. Which teacher uses to enhance student performance in teaching and learning. There is no educational subject which does not require resources for effective implementation. According NTI (2013) "Resources for curriculum implementation is any device, piece of equipment, production or illustration that help the students to learn". The key word here is "promotion of teaching and learning and helping students' to improve their performance. Further stated that instructional media, materials, educational media and resources means the same thing because they all involve media materials derived communicational revolution which can be used to enhance teaching and learning. N.T.I divide resources into four (4) see chart below:

S/No	Types	Examples S
1	Print	Books, newspapers, Journals, magazine, pamphlets, lacture eguide and so forth.
2	Visual	Charts, realia (real object) slides, photograph and so forth.
3	Audio – visual	Slides, tapes, films, films trips, television, video, and so forth.
4	Electronic	Radio, computers, e-mail, multimedia and so forth.

Yusuf (2012) stated that, “Resources for curriculum implementation are those things that teacher uses to help students in their learning. These include books, charts, text, manual, audio–visual aids, laboratory equipment and other archeological materials and so on, further explained that curricular materials (resources) are indispensable in teaching and learning process or curriculum implementation. The teacher is expected to have knowledge of a wide range of curriculum resource available for curriculum implementation.

Curriculum resources can be broadly classified as follows;

1. Printed resources like textbook ,posters, journals and so forth
2. Non-printed resources like chalk board, flannel board, models, films, projector and so forth.
3. Audio resources/aids radio, audio tapes, record players.
4. Visual resources/aids: pictures, charts, maps, real thing, models
5. Audio visual resources/aids or instructional televisions
6. Projected and electronic resources: projected still pictures in slides, film strips, motion pictures films overhead projector and so forth.

In the opinion of Guga (2011), “Resources for effective curriculum implementation are those things which teachers use in their teaching and learning to make curriculum implementation concrete. These include physical facilities such as classroom, laboratories, workshops, games and sport fields and equipment, recreational facilities and so forth. Each of these has a significant position to occupy in the process of implementation of curriculum.

The resources also include teaching aids which teachers use in their classrooms, when teaching. They include real life objects like flower, insects, rocks, and so on, charts such as, pictures, graphs, drawing, maps etc. audio visual like television, computer, the internet, others include the chalkboard, newspapers, magazines, chemical and so forth. All these are basic tools for curriculum implementation where there are no resources curriculum implementation would be a near impossibility.

Other resources needed in curriculum implementation include funds so as to be able to finance the various projects in a school. Such as book purchase and other equipment, running of workshops, field community and so forth. A disciplined and hardworking student population is also important resources for effective curriculum implementation.

Ajelabi (2015) observed that resources for curriculum implementation are things that are designed for the use of teachers and students which help both teacher and students to acquire skills and knowledge to develop of cognitive, effective and psychomotor domains. Resources it divided into two (2) main categories as:

1. Human resources
2. Non-Human resources

1. Human resources: these are individuals who as a result of their experience or expertise in their various field of endeavour or professional are considered knowledgeable enough to be useful to the school and community at large. Human resource in implementation curriculum is sub-divided into two (2) as:

A. **Teacher:** is well trained who teach, coach, guide, facilitate learners in multiple instructions to impart knowledge to them.

B. **Specialist:** this refers to competent person on a particular field which made available or invited to school or other place to deliver message or knowledge from his field to students.

2. Non-human resources: these are broad range of resources which can be used to facilitated effective curriculum implementation, without it performance of students should be backward, it also sub-divided into:

A. **Audio resources:** these are non-human resource curriculum that mostly appeals to the sense of hearing. They include; records, record-player, tape recorders and recording from radio program.

B. **Visual resources:** These are curriculum resources that could be used in the process of instruction these include; Pictures, three dismensional objects, projected and non-projected material.

C. **Audio – visual resources:**These refer to those instructional materials which provide students with audio and visual experiences by appearing tothe hearing and seeing senses at the same time.

D. **Projected resources:** These are the materials containing information which can be

projected in the screen via electricity. They includes; films, slides, film-strips and Transparencies, using there Projector.

E. Non – projected resources: These are materials that no need projection. Such include; maps, globes, charts, posters, specimens and so forth.

F. Hardware: this is the classification of all machines or equipment use in the instructional Process. They include; the projector, television sets, tape recorders and other gadgets.

G. Software: This classification consists of all the resources use withmachines. They are the real Carrier of knowledge or information. This includes; films, tapes and transparencies and so forth.

H. Three - dimensional objects: This is teaching and learning resources with length, breadth and Depth. These include; real object, models, and mock.

2.5 Origin of Activity-Based Instruction

Activity based instruction (ABI) described a range of pedagogical instructions to teaching. Its core premises include the requirement that learning should be based on doing some hand – on experiments and activities. According to Prince (2004) activity based instruction, started sometime in 1944 around World War II when a British man D. Harsburgh came to India and finally decided to settle down there. Therefore the founder of activity based instruction was Harsburgh in 1944 was a British man but settle in Indian year stated. He was an innovative thinker and charismatic leader. He started teaching in Rishi Velley School. He joined the British council and worked in channai and bongalore for many years. After his voluntary retirement, he located a 7-acre (28,000m²) site in Kolar district and opened his school which is called Neel Bogh. The school was based on innovateve ideas of Harsburgh and known for creative

instruction in teaching well planned learning materials with his wife Doreen and his son Nicholas. Harburgh developed a diverse curriculum which includes music, carpentry, sewing, gardening as well as usual school subjects. Later Harburgh created a magnificent library in his school. That was accessible to teachers and students. This initiative of Harburgh was later proved to be one of the pioneer in activity-based instruction in modern time activity-based instruction is the instruction of teaching and learning followed all over the world.

2.5.1 Characteristic of Activity- Based Instruction

The key feature activity based instructions are many. According to Prince (2004) listed below:

1. ABI is child-friendly instruction
2. Faster for self-learning and allows a child to study according to his/her aptitude and skill.
3. Curriculum divided in small units
4. Each group has self-learning materials like cards for English
5. If a child is absent one day, he/she continues from where he/she left
6. Students are active
7. It student Centre in nature.

In relation with present study activity based instructions has following characteristic

- a. Sharing and exchange of ideas between students and teacher.
- b. Participation and involvement of students in teaching and learning.

2.5.2 Importance of Activity-Based Instruction

The information processing theory in psychology views learners as active investigators of their environment. This theory is grounded in the premise that people innately strive to make

sense of the world around them. In the process of learning, they experience, memorize and understand. Students need to be provided with data and materials necessary to focus their thinking and interaction in the lesson for the process of analyzing the information. Teachers need to be actively involved in directing and guiding the students' analysis of the information.

It requires active problem solving by students in finding patterns in the information through their own investigation and analysis. With continued practice in these processes, students learn not the content of the lesson but also develop many other skills. Pine (2012) mentioned below as importance of Activity based instruction below;

- a. It enhances creative aspect of experience.
- b. It gives reality for learning.
- c. It uses all available resources.
- d. Provides varied experiences to the students to facilitate the acquisition of knowledge, experience, skills and values.
- e. Builds the student's self-confidence and develops understanding through work in his/her group.
- f. Gets experiences, develop interest, enriches vocabulary and provides stimulus for reading.
- g. Develops happy relationship between students and students, teachers and students.
- h. An activity is said to be the language of the child. A child who lacks in verbal expression can make up through use of ideas in the activity.

Dada (2015) enumerated the following as the importance of activities based instruction:

1. It helps learners psychologically as express their emotion through active participation in something useful.

2. It inspires the students to apply their creative ideas, knowledge and mind in solving problems.
3. The instruction also promotes better understanding of a lesson among students as they learn the lesson by practicing the task themselves.
4. It fulfill the natural urge of a growing child on one hand can help them learn their lesson.

Previous importance of activities based instruction has relevance with current study as follows:

- a. It develops positive understanding between teacher/student and student/student.
- b. Through this study students learn sharing information among them.
- c. It helps to develop self –reliance, tolerance, respect for other people’s opinion and leadership skill.

2.5.3 Types of Activity Based Instruction

There are many types of Activity based instructions which all types have central idea that is students to be active during teaching and learning. Dada (2015) categorized them as:

1. **Environmental Activity:** these activities include nature study, excursion, survey, social visit; these activities develop civic sense and love for nature in children.
2. **Physical Activities:** these activities aims at physical development of the child, it include physical training, games on sports.
3. **Aesthetic Activities:** it include music, arts creative crafts these provides opportunities for self-expression and development of in born creative faculties.
4. **Constructive Activity:** with these activities love for work, dignity of labour, production efficiency may be developed. Handwork craft, repairing of tools belong to this category.

5. **Community Activity:** these activities aim at community development and include community projects, first aid, social services and so forth. These activities also help in the socialization of the child.

Pine (2012), opined that “the activities based used in this instruction can be generalized under three main categories” The activities used in this instruction can be generalized under three main categories:

Exploratory - gathering knowledge, concept and skill.

Constructive - getting experience through creative works.

Expressional - presentations.

Activity Base Instruction Focus every Aspect of Teaching and Learning According to Pine (2012), states in Areas where activity-based instruction Focus on.Areas where:

a. Experiencing

Watching, observing, comparing, describing, questioning, discussing, investigating, reporting, collecting, selecting, testing, trying, listening, reading, drawing, calculating, imitating, modeling, playing, acting, taking on roles, talking, writing about what one can see, hear, feel, taste, experimenting and imagining.

b. Memorizing:

Sequencing ordering, finding regularities and patterns, connects with given knowledge, use different modes of perception, depict.

c. Understanding:

Structuring, ordering, classifying, constructing, solving, planning, predicting, transferring, and applying knowledge, formulating ones individual understanding, interpreting, summarizing, evaluating, judging, explaining and teaching.

d. Organizing Activities:

The process of organizing activities must be based on curricular aims bringing together the needs, ideas, interests and characteristics of the children with the knowledge, skill, experience, and personality of the teacher within a given environment. The extent to which the teacher's work with students individually or in groups affect the relation the teacher has with each child.

2.6 Origin of Brainstorming

Brainstorming is a success study. It is one of the most widely used instructions when it comes to creativity and innovation. The idea goes back to the American advertisement company manager A. Osborn in 1938; when he was frustrated by employees' to develop creative ideas individually for add campaign to his inconvenience of Conventional business meetings. In response, he began hosting group-thinking session and discovered a significant improvement in quality and quantity of ideas produced by employees. Osborn was founder of brainstorming instruction. The term brainstorming was directly created by Osborn. Osborn called brainstorming "to think up". But in his book "applied imagination" he described the instruction also a "using the brain to storm a creative problem". With this name Osborn's instruction has taken the world by storm. There are numerous examples, where brainstorming has produced innovative ideas (Furnham & Yazdanpanahi, 2013). From the above the write summarize to explain that brainstorming was founded by Osborn in 1938 but instruction was popularized in years after. Osborn wrote many books such as "Yar creative power" in 1938, "applied imagination" and so on, that use to provide creative ideas in many filed like political, economic, and so on.

2.6.1 Importance of Brainstorming

Brainstorming has a great importance in teaching and learning process. According (Al-harbi, 2012) it is importance for students in the following ways

1. Helps students to solve problem
2. Helps students to benefit from ideas of others through the development and build on them.
3. It serves as way to assess the view of others (students).
4. Helps the cohesion of students.
5. Assist in to build relationship among students.
6. It helps the teacher to conclude ideas that are broader than students' thinking.
7. It makes the teacher more democratic
8. Helps both students and teacher to be respectful regardless of the different points of view.
9. It facilitate lateral thinking
10. Allows students to be more forceful and confident.

From the above scholars view on importance of brainstorming, the relevance with present study includes the following:-

A It provides the learning experiences from various sources;

B Help students to monitor their own ideas;

C It provides a space to think about practice;

D It enhances individual thinking and brainstorming of ideas;

E It teaches leadership training.

2.6.2 Types of Brainstorming

Brainstorming is categorized into two types as mentioned by Manktelaw (2000) there are two types of brainstorming: individual and group brainstorming;, one reader may go on

brainstorming by himself. Prior to reading a text, he gets a title and tries to jot down on a paper all his previous acquired knowledge about text's topic he may decide to share those ideas with others who are reading the same text. In this case brainstorming turns to be an interactive group activity through which a reader shares their ideas. In a group brainstorming, there must be a head that controls, organizes and guides the process; the teacher is the one to play this role. Menktelaw (2010) further stated that when the learner brainstorms on his own, he will tend to produce a wide range of ideas than with group brainstorming – he/she does not have to worry about other's people egos or opinion and can therefore be more freely creative. He may not, however, develop ideas effectively as he does not have the experience of a group to help him. Individual brainstorming is best for generating many ideas, but tends to be less effective at developing ideas.

2.6.3 Rules in Brainstorming Session

Every formal instruction there must be certain rules to be followed, likewise brainstorming is not exceptional, before aims and objectives of brainstorming be achieved must pass some stages, Al-blwi (2010) mentioned four stages that must be followed in problem solving within the brainstorming session, those are:

1. Phrasing the problem: the teacher who is responsible on the session offers problems and discusses its various dimensions for students to ensure understanding.
2. Framing the problem: in this stage the teacher determine the problems accurately by reframing the problem in certain quotation. This may offer acceptable solutions without the need for further brainstorming.

3. Practicing brainstorming for one or more than one statement in problem. This step is very important as many ideas are generated. Alqarni (2011) mentioned that this step needs the following:

- A. Conducting a warming up session
- B. Receiving ideas even if they were nonsense
- C. Offering the four principles of brainstorming on the board in order to be seen by students.
- D. Writing and presenting all ideas (proposed solutions)
- E. Frustration and bearing must be avoided.

4. Offering the ideas: brainstorming session lead to generate a big number of ideas and therefore, those ideas must be evaluated and select the most suitable and important ones according to novelty, originality, usefulness, during and cost as well as logic (Al-harbi, 2012). Farangi et al (2014). Was of the view that during the brainstorming session, a number of rules should be taken into account including:-

- A. No criticism of ideas
- B. Building on what others have suggested
- C. Strange and wild ideas are accepted
- D. Well coming the large quantities of ideas
- E. Improve or combine ideas already suggested
- F. Keep in mind that the more ideas, are better
- G. And do not be critical

Al-maghawry. (2012). Stated that Osborn who was the founding farther of brainstorming he stated in his book “applied imagination” these as rules of brainstorming which are:

1. No criticism of ideas
2. Building on what others have suggested
3. Strange and wild ideas are accepted
4. Welcoming the large quantities of ideas

Christmas (2010) mentioned six (6) steps for approaching brainstorming task.

1. The original question is broken down into smaller questions, based on groups available in the class/settlement compound.
2. Students are allowed three-four (3-4) minutes to individually brainstorming ideas on their question.
3. Students then discuss as they generate ideas during stage 2. Each group then elects a recorder whose job it is to summaries the ideas generated collectively to a new group and report on the ideas developed by their previous group.
4. The reporter then move to a new group and reports on the ideas developed by their previous group. The new group then builds on the ideas generated by the previous group and adds any new ideas of their own. It is important that this stage is constructive and none of the ideas of the previous group are rejected. This stage is repeated until all group have had on opportunity to contribute to each part of the question.
5. When all groups had an opportunity to discuss all the questions; reporters report back to the class as whole on the ideas of each group.
6. These ideas are then collectively organized into logical structure as cited from the class.

When stages are complete feedback their ideas to the whole class which are then organized collectively into a logic framework by teacher or instructor.

Jonah (2013) explained that Osborn claimed that two principles contribute to “ideative efficacy,” these being:

1. Defer judgment
2. Reach for quantity.

Following these two principles were his four general rules of brainstorming, established with intention to:

1. **Focus on quantity:** This rule is a means of enhancing divergent production, aiming to facilitate problem solving through the maxim *quantity breeds quality*. The assumption is that the greater the number of ideas generated, the greater the chance of producing a radical and effective solution,
2. **Withhold criticism:** In brainstorming, criticism of ideas generated should be put 'on hold'. Instead, participants should focus on extending or adding to ideas, reserving criticism for a later 'critical stage' of the process. By suspending judgment, participants will feel free to generate unusual ideas.
3. **Welcome unusual ideas:** To get a good and long list of ideas, unusual ideas are welcomed. They can be generated by looking from new perspectives and suspending assumptions. These new ways of thinking may provide better solutions.
4. **Combine and improve ideas:** Good ideas may be combined to form a single better good idea, as suggested by the slogan "1+1=3". It is believed to stimulate the building of ideas by a process of association.

2.7 Evaluation of students Performance in Islamic Studies

Evaluation serves as a source of motivation for students learning. Students are encouraged to learn more seriously when they know that their learning will be evaluated and when they realize that their efforts and achievements are being recognized. Elsevier (2010) asserted that evaluation is concerned more fundamentally with deciding on the value or worthwhile of a learning process as well as the effectiveness with which it is been executed. He maintains that usually two basic areas are evaluated. First is the achievement of the students in relation to the philosophy and objectives of education he/she is receiving. The second is how well the curriculum goals are been realized for the level of education.

According to Lehman (2012), evaluation is the systematic process of determining the extent to which instructional objectives are achieved by students. Consequently, examination results and teacher's judgment are used to categorize or classify students. Irreversibly decisions are made regarding the students' worth and his future in the educational system. By this system of categorizing students, some are made to feel that they are deficient, bad and undesirable, while others feel that they are able, good and desirable. This labeling of individuals may likely have some unfavorable influence on a persons' self- concept. According to Guga (2011), evaluation is concern with the process of determining the extent to which instructional objective have been achieved. This is basically what teachers do when the set tests or give assignments. This is the main job of examination bodies like the WAEC, NECO, JAMB and so forth.

Yusuf (2012), described evaluation as the collection and use of information as a basic for rational decision making on the curriculum which need to be improved, modified or terminated as the case may be. It is a quality control exercise to ensure that resources are used maximally. It is true that the process will yield information regarding the worthiness, appropriateness, validity, and so forth of something for which a reliable measurement or assessment has been made.

However, various assessment or measurement tools and techniques may be used in evaluating teaching-learning process as well as the outcomes associated with it.

Yusuf (2012) has identified the following instruments to be used in evaluation of students' performance in Islamic Studies as follows;

1. Test
2. Observation
3. Project
4. Questionnaire
5. Interview
6. Checklist
7. Sociometric Technique or Sociometry.

Alasoluyi (2017) asserted that, test is an important aspect of the educational process. It is the stage at which the learners' knowledge, skill, ability and competencies are assessed, and judgment is made about such performance. The outcomes of such judgment are used in diagnosing as well as placement of students. Kobiowu and Alao (2010) defined test as the assessment of a person's performance when confronted with a series of questions, problems, or tasks set for him in order to ascertain the amount of knowledge that he has acquired, the extent to which he is able to utilize it, or the quality and effectiveness of the skills he has developed.

Scott (2001) stated that measuring performance can occur at multiple levels and serves multiple purposes. For example, classroom teachers often conduct formative and summative tests to evaluate students' mastery of course content and provide grades for students and parents. States tests are designed primarily to measure progress of the school and school district level.

Megan (2011) suggested that standardize observational assessment can guide teachers and administrators in promoting effective teaching and learning, enhance students social and academic development as well as assessing their level of academic outcomes.

Centre for American Progress (CAP) (2012) advanced that students' performance can be measured through administrating achievement test, analyzing stated testing results, use informal surveys to measure academic achievement and look at grade reports.

2.8 Empirical Studies

Studies which are carried out by other researchers and are relevant with this present studies were also looked into and these include some of the following:

Olibie (2012), conducted a study on the effects of guided activity-based method (ABM) on students' performance in Social Studies in Anambra State relative to gender. The objectives of the study are to determine the difference between the performance of students exposed social studies using A.B instruction and those exposed with Conventional method in JSS in Anambra state and so on. The study used quasi experimental design. Place and Duration of Study: Junior secondary schools in Anambra State of Nigeria, between September 2012 and November 2012. The population of the study constituted of all JSS of Anambra state comprise 11, 250 students. Sample comprised 163students (81 males. 82 females) in four (4) randomly drawn secondary schools. A 30-item Social studies Achievement Test and Classroom Observation Rubric were used as instrument collect pre-test and post-test data. Arithmetic mean, standard deviation, mean gain scores and qualitative analysis were used to answer research questions while t-test and the analysis of co-variance were used to test hypotheses.

Findings from the study indicated that students taught using Guided Inquiry Method performed significantly better and participated more in Social studies lessons than those taught using the Conventional Lecture Method. There was no significant difference [P 0.05] between the mean scores of male and female students taught Social studies using the Guided Inquiry method. They however concluded that Guided Inquiry Method significantly improved students' achievement and participation in Social studies lessons more than the Conventional method. This study is directed toward examining the effect of activity based and brainstorming instruction of teaching on the performance of students, the study employed quasi- experimental research design, the study used t-test statistic as a tool for data analysis, it used 0.05 alphas. This study is very relevant to the present study, because its pure educational research and on the A.B instruction in education also both research was conducted on the effect of activity-based on effect of A.B on students' performance this study relevant to the present in term of instrument both studies utilized teacher made test. For pre- test and post-test data however quasi experimental design on both studies mean, standard deviation use to answer research question while t-test was used to analyzed the data. Also the previous study differs as it was carried out in Anambra State while the current study was carried out in Kaduna state.

Njoku (2010) carried out research on A.B method as a strategy in the teaching of Social Studies in selected secondary schools in Imo State. The objective of the study is to examine the effects of rural and urban students' performance exposed social studies with A.B method in Imo State. The study focused on the following research question: is there difference between the perception of the male and female Social Studies teachers in their use of A.B method in teaching Social Studies? Is there a significant difference between trained and untrained Social Studies teachers in their perceptions of use of A.B method in teaching Social Studies? Is there a

significant difference between experienced and non-experienced Social Studies teachers in their perception of A.B method in teaching Social Studies? Is there a significant difference between male and female Social Studies teachers in their use of inquiry method in teaching of Social Studies?

The design for the study was both survey and descriptive method of research design. The population of the study consisted of all teachers of Social Studies in the selected local government areas of Imo state that constituted 300. The teachers involved in the sample were 300 Social Studies teachers in the ninety (90) post primary schools in the six (6) local government areas of Imo State. Questionnaire was used for collecting data. In testing the reliability of the instrument, a pilot study was conducted using school from local Government areas outside the ones sampled for the study. The questionnaire was administered to a group of fifteen (15) Social Studies teachers. Next, the same draft was re-administered to the same group of teachers after two weeks. The researcher carried it out personally. The first and second tests of respondents were used to calculate the correlation coefficient, using Pearson Product Moment Correlation Coefficient formulae. The result showed a reliability coefficient of 0.78. A correlation of 0.78 was found to be significant thus justified to be an index of a relationship between the two tests. The final form of questionnaire obtained from the above processes was then administered to the subjects in the areas of the study. In analyzing the data for the study, percentages and chi-square statistical methods were employed. It was found out in the study of Njoku (2010) that teachers who specialized in Social Studies education used activity-based method more than others who had no training in Social Studies, male teachers used activity-based method more than female teachers in Social Studies teaching and material resources were necessary in activity-based method of Social Studies education.

It was concluded that if methods other than activity-based method continue to be used in the teaching of Social Studies, the objectives of Social Studies are not likely to be achieved. Besides, students may become less interested in the subject as they are not actively involved in the teaching and learning process. The study recommended that if teachers are encouraged to pursue higher education, no doubt the monotony of using the same and ineffective methods in teaching Social Studies may be remedied. A similar study should be carried out in other states of the federation so as to get the true or complete picture on the use of activity-based as a strategy in the teaching of Social Studies. Further research is necessary on the methods of teaching Social Studies so that teachers may be better prepared to select the best methods for teaching the subject. This study is relevant to this present study as it examines the effectiveness of activity-based as an effective instruction of teaching, this study and present one are on performance achievement of education. The previous study differs with three (3) objectives and conducted in Imo state, while the present research was carried out in Kaduna state with five (5) objectives.

Dauda (2014), conducted a study titled effects of activity-based and simulation games teaching strategies on the academic performance of JSS students in Social Studies in Kaduna state. The objectives of the study are to examine the effect of male and female JSS in Kaduna state, to determine rural and urban student exposed social studies with activity-based instruction and those exposed with Conventional. The study focused on effectiveness of activity-based and simulation games of JSS student in social studies in Kaduna state. The study used quasi-experimental research design the population of study consisted of 18,321 of JSS student in Kaduna state and 90 JSSII students of Government Junior secondary school, Dogon-Bauchi, Government Junior Secondary school Tudun-Saibu, Soba and Government Junior

Secondary School Tudun-wada Zaria were selected via purposive sampling technique. The study used Social Studies Achievement Test (SOSAT) as data collection instruments. Three (3) objectives, research questions and research hypotheses were proposed for the study. The data analysis tool was t-test independent sample. The study revealed that students performed better in A.B and simulation games methods against the Conventional method; and among the three methods tested A.B was the most effective and that simulation game teaching method is more effective than the Conventional method. The study recommended that A.B teaching method should be encouraged among Social Studies teachers and that teachers should be sent on regular seminars and workshops to boost their knowledge of modern teaching methods.

The current study and that of Dauda (2014), are both directed towards examining the effects of activity based and brainstorming instruction and inquiry method of teaching. The two studies employed quasi-experimental research design. The two studies were similar in the area of research design, sampling technique, data collection procedure and data analysis procedures among others. They were both conducted on junior secondary school students' performance of JSS students in Kaduna central education zone. The research, was also designed to investigate the influence of A.B instruction on the performance of students exposed to A.B in individualized or cooperative learning setting was examined. The objectives of the study are to investigate the effects of A.B method on students' performance in social studies as compared to the Conventional in JSS in Kaduna state. The study used quasi-experimental research design. The target population of the researcher was JSS students of Kaduna center zone with 13,721 students and sample of study constituted of 120 JSSII students.

The study used Social Studies Conventional Method (SOSTRAM), Social Studies A.B Teaching Method (SOSITM) as data collection instruments. The study answered three (3)

research questions and tested three (3) hypotheses. The data analysis tools were t-test independent sample and one-way analysis of variance (ANOVA). The study revealed that JSS students performed better when they were taught using A.B teaching method as against Conventional teaching method. The study revealed that A.B teaching method was effective with the students as it enhances their academic performances. In the light of the above findings the study recommended in-service training for teachers; sending teachers to seminar and workshops among others. This study is very relevant to the present study, because it's pure educational research on and on the A.B instruction in education. Also both studies were carried out on effect of A.B on students' performance this study is relevant to the present in term of instrument both studies utilized. The previous study differ with three(3) objectives while the present study has five (5) objectives with two hundred and forty two (242) students'

2.9 Summary

In the theoretical framework, the study uses or study lies in the theories of cognitive particularly that of constructivism learning theory. The review of related literature for this study has helped to shed more light on issues relating to activity-based and brainstorming instruction and Conventional talk and chalk instruction on students' performance. The studies shown that active instruction offer an effective teaching and learning process, which is an advantage to teach any instructional process or programme or make teaching and learning very Simple and easy. It enable students to participate in the process of delivering idea, knowledge and fact that enables students to connect their knowledge into practical problem solving that is functional education and so on.

The chapter also discussed the concept of activity based and brainstorming instruction by different authors and researchers, types of A .B, important of activity based and brainstorming

instruction areas focus areas during activity based and brainstorming instruction, concept of Islamic Studies, concept of Conventional method of teaching, difference between activity-based and brainstorming. Hence, this study is unique as compared to other studies reviewed because, some of previous studies conducted using survey research design, even those conducted using quasi experimental was either carried out at primary schools or senior secondary schools and none was conducted in Kaduna state. Also, despite the numerous researches reviewed on the use of activity-based and brainstorming instruction, none was conducted on the use of activity-based and brainstorming in teaching Islamic studies in junior secondary schools in Kaduna state, Nigeria.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This study focused on the effects of activity-based and brainstorming instruction on students' academic performance of Islamic studies in junior secondary school in Kaduna state. The study was limited to Zaria educational zone. This chapter described the methodology that was used in carrying out the research work under the following sub-headings: research design, population of the study, sample and sampling procedure, instrumentation, validity of the instrument, pilot study, and reliability of instrument, procedure for data collection and procedure for data analysis.

3.2 Research Design

The research design used in the study was a quasi-experimental design comprising two groups that is, experimental group and control group. The two (2) groups were pre-tested and post-tested as advocated by Adeyemi and Ajibade (2011); Keshwon (2014); and Sdauth (2013). Specifically, this study utilized non-equivalent comparison group designs. This design according to Alasoluyi (2017) is a design worth using when the true experimental designs are not possible, and comparisons are made between or among subjects in the groups. The research design illustrated in figure 1:

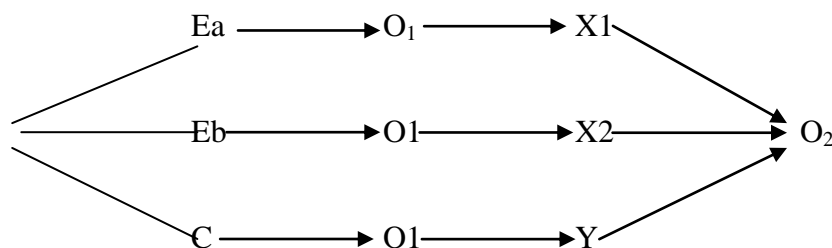


Figure1: Research Design Illustration

Key: The symbols represented are as follows:

EA =Experimental group (activity-based instruction)

EB= Experimental group (brainstorming instruction)

C = Control group (Conventional method)

O1= pre-test

X1= Treatment using activity-based instruction

X2= Treatment usingbrainstorming instruction

Y= NO treatment

O2= Post test

This design was recommended by Keshwan (2014). The study utilized this design because of its suitability to the demand of comparing teaching instructions; activity-based, brainstorming and Conventional.

3.3 Population of the Study

The target population of the study consisted of the entire Islamic studies students in Zaria education zone in Kaduna State, spread across four (4) Local Government Areas(LGA) Zaria, Sabon Gari, Soba and Giwa totaling 40,490 students, 18,305 male and 22,185 female . Table 1 presents the population of the study.

Table 1: Population of the Study

S/no	Population of JSS Schools by L/G	No of Schools	Population of J.S.S Students		Total
			M	F	
1	Zaria	21	11,980	10,360	22,340
2	S/Gari	08	3,980	5,250	9,230
3	Soba	08	2,154	6,544	8,698
4	Giwa	01	191	31	222
S	Total(M+F)	38	18,305	22,185	40,490

Sources: Zaria Education zone (2015).

3.4 Sample and Sampling Techniques

The sample size for this study comprised of students in six intact classes used for the study. The schools are GJSS Kugu, GJSS K/Jatau GJSS Mangi, GJSS Magajiya, GJSS Dakace and GJSS Aba. Out of these schools, four were used for experimental group while two were used for the control group. The intact classes of two hundred and forty two (242) students were used for the study. The simple random and purposive sampling technique was used to select the schools and classes respectively. Purposive sampling technique was used to divide the sampled schools into rural and urban area (three from rural and three from urban); while simple random technique was used when selected the schools exposed with any instruction of teaching (activity-based, Brainstorming and conventional method). The sample distribution was presented in Table 2.

Tables 2: Sample Classification of Students

S/No.	Sample School	Gender		Total Number of JSS III Students	Instruction Type	Location
		M	F			
1	G J.S.S K/Jatau	33	19	52	Activity-based	Urban
2	G J.S.S Mangi	19	14	33	„	Rural
3	G J.S.S Magajiya	26	11	37	Brainstorming	Urban
4	G J.S.S Kugu	29	15	44	„	Rural
5	G J.S.S Dakace	30	12	42	Conventional	Urban
6	G J.S.S Aba	19	15	34	„	Rural
	Total	156	86	242		

3.5 Instrumentation

The instrument used in this research is teacher-made test which called “Islamic Studies Achievement Test” (ISAT). The instrument consisted of thirty (30) items, questions designed by researcher. Sequential lesson plans was developed by researcher for the use by the regular Islamic studies teacher who were used as research assistants for uniformity. The lesson plan for each objective was prepared and research assistant matched them to their respective guide. The topics were broken down into achievable behavioral objectives.

3.5.1 Validity of the Instrument

To ensure the validity of the instrument, the researcher presented the instrument to the supervisors and two Islamic Studies, lectures and experts in the field of measurement and evaluation in Ahmadu Bello University, Zaria to ascertain validity content and objectives of the test instrument. This is in line with the view of Tanko (2014), that “validation is ascertained by

showing the instrument to the experts and asking them to securitize them. The study employed table of specification to determine content validity of the test items. Dauda (2014) opined that “Table of specification is a two way dimensional table which defines clearly as possible the scope and emphasis of the test items and to relate the objectives to the content, in order to satisfy test and content validity. The researcher gave the lesson plans to two (2) experienced Islamic studies teachers for validation. They were requested to examine the following aspects:

- (a) Clarity and appropriateness of the lesson for the students.
- (b) Conformity of the instructions and appropriateness of the instructional materials.
- (c) Relevance of student’s activities and evaluation questions for the lesson, and so on

Table 3: Table of Specification for JSS

S/No	Content area	Knowledge objective	Understanding objectives	Application objective	Evaluation objectives	Total
1	Concept, types and importance of Prayers	2	5	3	1	11
2	Meaning, types and importance of hadith	2	4	3	1	10
3	Concept of ablution and things that vitiate it	2	1	2	4	9
	Total	6	10	8	6	30

Table 3 shows indicate the number of items at different level; The knowledge level six (6) items, understanding ten (10) items, application eight (8) items and evaluation six (6) which

make total of thirty (30) items. The researcher supervisors and other experts in Ahmadu Bello University validated the instrument.

3.5.2 Pilot Study

In order to ascertain the reliability of the research instrument, a pilot study was conducted. The main purpose of pilot study according to Dauda (2014) is to confirm the suitability of the instrument or its adequacy and for the effectiveness of the instrument. Total of 30 students of the GJSS of 2015/2016 session Awai were used for the pilot study. The reason for the choice of Awai School was that, it is not in any way involved in the main study or rather not within the sample of the study.

3.5.3 Reliability of instrument

In order to test the reliability of the instrument (ISAT), the data collected from the pilot study was statistically analyzed using PPMCC through the Statistical Package for Social Science (SPSS) version 21. The result of the test was found to be 0.88. This confirms that, the research instrument was not only suitable but also reliable for use as an instrument for data collection, because the reliability index falls between 0.5 to positive one (+1)

3.6 Procedure for Data Collection

The procedures used for data collection involved the use of the following:-

Letter of Introduction, Pre-test, Treatment and Post-test.

Letter of Introduction The researcher received a letter of introduction from the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria. This enabled the researcher to obtain official data needed for the study from the concerned School in Zaria Educational Zone. Further, the letter of introduction was forwarded to the schools that

fall in the study sample. The letter was aimed at introducing the researcher and also as a means of soliciting for official permission and co-operation to utilize students for the study.

Pre-testPre-test was administered simultaneously to both experimental and control groups before treatment. The researcher conducted the experiment and also administered the measurement instrument (treatment instrument) to the student. The two groups (experimental and control groups) were subjected to the ISAT as pre-test.

TreatmentThe treatment for all the groups lasted twelve (12) weeks, after the homogeneity, the students of the four schools in the experimental groups, Two schools were exposed to activity-based instruction under teacher supervision (see appendix B lesson 1) while another group was exposed to brainstorm instruction (see appendix C lesson 2). The students in the control group were exposed to the Conventional method of teaching on the same content used for the experimental groups (see appendix D lesson 3). The topic of instruction was extracted from Islamic studies syllabus for JSS III of 2015/2016 session at the time of the study. In addition both experimental and control groups students were encouraged to take enough note that could be useful for them in the post-test.

Post-testAfter treatment, the two groups were exposed to ISAT as post-test. The lessons taught content was extracted from JSS III syllabus which was jointly conducted for both experimental and control groups. This was to ensure homogeneity in the lessons taught. The content was taught for both the control and the experimental group after which a test was administered and scores were totalled and the average score were taken down for control and experimental group separately. While the experimental group took their lesson using activity based and brainstorming instruction. The control group was taught the same topic using Conventional method of teaching. The two groups at the end of the teaching were

administered with a test. This was used as indicators of students' performance throughout the experiment. The test results of each test for the treatment group and control group was collected separately and then subjected to statistical analysis. The performance of the experimental group members who were taught using a range of innovation instruction (that is, activity-based and brainstorming instruction) was compared with the performance of control groups members who were taught using only Conventional method.

3.7 Procedure for Data Analysis

In analyzing the bio-data, the data was presented in tabular form and responses were calculated in frequency and percentage. Follow by detail interpretation. Data collected was analyzed using the appropriate tools in statistical package for social sciences (SPSS) version 21. Hence, mean and standard deviation was used to respond to the research question. Also, hypotheses 1, and 2 were analyzed using t-test, while hypotheses 3, 4 and 5 were analyzed using Analysis of Variance (ANOVA). All the hypotheses were tested at 0.05 levels of significance. These statistical tools were appropriate to determine whether the means of groups less or more than two were statistically different from each other. ,if the significance level of a hypothesis was greater than 5% or $p > 0.05$ was rejected and hypothesis that was less than 5% that is $p < 0.05$ was retained.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis of the data collected in this study. It focuses on the demographic information, answering of research questions and hypotheses testing based on the data collected through the use of test instrument. Scores of students who were exposed to activity-based and brainstorming instruction were obtained and scores of other students taught with conventional method were also obtained, after which their performances were compared so as to determine the effect of activity-based and brainstorming instruction on the performance of students in Islamic studies in junior secondary schools in Kaduna state.

4.2 Description of Study Variable

The variables of this study included group (experimental and controlled), gender (male and female) and school location (rural and urban). The following tables present the summary of the descriptive analysis.

Table 4: Frequency and Percentage of Respondents based on Groups

Groups	Frequency	Percentage
Experimental Group	166	68.6
Control Group	76	31.4
Total	242	100

Table 4 shows that 166 or 68.6% of the respondents were used as experimental group while the respondents used for controlled group was 76 or 31.4%. This result means that the experimental group was more represented in the study. This is largely because there were two experimental groups.

Table 5: Gender of the Respondents

Gender	Frequency	Percentage
Male	156	64.5
Female	86	35.5
Total	242	100

As indicated in Table 5, 156 or 64.5% of the respondents are male while 86 or 35.5% were female. This result shows that the male respondents were more represented in the study than the female students. This is because there were more male in the intact classes for the study.

Table 6: School Location

School Location	Frequency	Percentage
Rural	111	45.9
Urban	131	54.1
Total	242	100

Table 6 shows that 111 or 45.9% of the respondents came from rural located schools while 131 or 54.1% of the respondents came from urban schools. This result clearly revealed that the number of respondents from the rural located schools were close to those in the urban schools.

4.3 Response to Research Questions

The response of each questions were presented in the following order:

Research Question One: What is the effect of activity-based instruction on students' performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state?

The data obtained for research question one was analyzed using descriptive statistics such as mean and standard deviation. The summary of the result is presented in Table 7.

Table 7: Descriptive statistics on the effect of activity-based instruction on students' performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state

Group	N	Mean	SD
Activity-based	85	41.03	4.03
Conventional	76	28.48	3.21

As shown in Table 7, the experimental group one (Activity-based) had the mean score of 41.03 with the standard deviation of 4.03, while the control group had the mean score of 28.48 with the standard deviation of 3.21. This result has shown that the performance of students taught Islamic studies using activity based instructions was better than those taught using Conventional method.

Research Question Two: What is the effect of brainstorming instruction on students' performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state?

The data obtained for research question two were analyzed using descriptive statistics such as mean and standard deviation. The summary of the result is presented in Tables 8.

Table 8: Descriptive statistics on the effect of brainstorming instruction on students' performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state

Group	N	Mean	SD
Brainstorming Instruction	81	37.99	8.01
Conventional	76	28.48	3.21

As shown in Table 8, the experimental group one (Brainstorming Instruction) had the mean score of 37.99 with the standard deviation of 8.01, while the control group has the mean score of 28.48 with the standard deviation of 3.21. This result has shown that the performance of students taught

Islamic studies using brainstorming instruction was better than those taught using Conventional method.

Research Question three:What effects does activity-based and brainstorming instructions have on students’ performance in Islamic studies as compared to Conventional method in junior secondary schools in Kaduna state?

The data obtained for research question three were analyzed using descriptive statistics such as mean and standard deviation. The summary of the result is presented in Table 9

Table 9: Descriptive statistics on the effect of activity-based and brainstorming instructions on students’ performance in Islamic studies as compared to Conventional method in junior secondary schools in Kaduna state

Group	N	Mean	SD
Activity-based	85	41.03	4.03
Brainstorming Instruction	81	37.99	8.01
Conventional	76	28.48	3.21

As shown in Table 9, the Activity-based instruction had the mean score of 41.03 with the standard deviation of 4.03, while the brainstorming instruction has the mean score of 37.99 with the standard deviation of 8.01. Also, the Conventional method had the performance mean score of 28.48 with the standard deviation of 3.21. This result indicated that the performance of students taught Islamic studies using activity based and brainstorming instructions was better than those taught using Conventional method.

Research Question Four:What are the effects of activity-based and brainstorming instructions on male and female students’ performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state?

The data obtained for research question five were analyzed using descriptive statistics such as mean and standard deviation. The summary of the result is presented in Table 10.

Table 10 : Descriptive statistics on the effects of activity-based and brainstorming instructions on male and female students’ performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state

Group	Gender	N	Mean	SD
Activity-based	M	52	13.90	1.835
	F	33	12.33	1.076
Brainstorming	M	55	11.90	1.033
	F	26	14.00	.978
Conventional	M	49	9.78	1.751
	F	27	10.11	.816

As shown in Table 10, the male mean score (13.90) of students in activity-based was greater than the mean score of female students in brainstorming and Conventional method. Also, the female mean score (14.00) of students in brainstorming was higher than that of activity-based instruction and Conventional method. This result has shown that the male students were more active during the activity-based instruction compared to other method. On the contrary, the female students were more involved during brainstorming as compared with other methods. This means that these methods complement each other for effective classroom instruction.

Research Question Five:What are the effects of activity-based and brainstorming instructions on rural and urban students’ performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state?

The data obtained for research question six were analyzed using descriptive statistics such as mean and standard deviation. The summary of the result is presented in Table 11.

Table 11: Descriptive statistics on the effects of activity-based and brainstorming instructions on rural and urban students’ performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state

Group	Location	N	Mean	SD
Activity-based	Urban	52	55.79	7.51
	Rural	33	38.10	4.42
Brainstorming	Urban	37	48.11	9.22
	Rural	44	50.30	1.65
Conventional	Urban	42	28.71	1.75
	Rural	34	22.43	6.00

As shown in Table 11, the mean score of (55.79) for students in activity-based in urban schools was greater than the mean score of students in brainstorming and Conventional method. Also, the mean score of (50.30) of students in brainstorming in rural schools was higher than that of activity-based instruction and Conventional method. This result indicated that activity-based instruction was more effective in urban schools compared to other method. On the contrary, brainstorming was more effective in the rural schools as compared with other methods. This means that these methods complement each other for effective classroom instruction in urban and rural schools.

4.4 Hypotheses Testing

The data collected was subjected to t-test and Analysis of Variance (ANOVA) at 0.05 alpha level of significance. The summary and interpretation of each of the hypotheses tested are as follows.

H₀₁: There is no significant difference in the effect of activity-based instruction on students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State.

Independent sample t-test was employed in analysing the hypothesis. Table 12 presents the summary of this analysis.

Table 12: Summary of Independent sample t-test on the effect of activity-based instruction on students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State

Group	N	Mean	SD	df	t-cal	Sig.	Decision
Activity-based	85	41.03	4.03	159	8.14	.003	Rejected
Conventional	76	28.48	3.21				

Table 12 revealed the effect of activity-based instruction on students' performance in Islamic studies as compared with Conventional method in Junior Secondary Schools in Kaduna State. The table showed the t-calculated of 8.14 with p-value of .003 ($P < 0.05$). The null-hypothesis is thus rejected because the observed p-value of .003 is less than the probability value of 0.05. The implication of this result is to reject the hypothesis which states that there is no significant difference in the effect of activity-based instruction on students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State.

H₀₂: There is no significant difference in the effect of brainstorming instruction on students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State.

Independent sample t-test was employed in analysing the hypothesis. Table 13 presents the summary of this analysis.

Table 13: Summary of Independent sample t-test on the effect of brainstorming instruction on students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State

Group	N	Mean	SD	df	t-cal	Sig.	Decision
Brainstorming	81	37.99	8.01	155	19.20	.001	Rejected
Conventional	76	28.48	3.21				

Table 13 revealed the effect of brainstorming instruction on students' performance in Islamic studies as compared with Conventional method in Junior Secondary Schools in Kaduna State. The table showed the t-calculated of 19.20 with p-value of .001 ($P < 0.05$). The null-hypothesis is thus rejected because the observed p-value of .001 is less than the probability value of 0.05. The implication of this result is to reject the hypothesis which states that there is no significant difference in the effect of brainstorming instruction on students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State.

H₀₃: There is no significant difference in the effects of activity-based and brainstorming instructions on students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State.

Analysis of Variance (ANOVA) was employed in analysing the hypothesis. Table 14 presents the summary of this analysis.

Table 14: Summary of Analysis of Variance on the effects of activity-based and brainstorming instructions on students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State

Status	Sum of Square	df	Mean Square	F	Prob.	F.critical
Between groups	300.232	2	150.116			
Within groups	8422.200	240	40.106	3.743	.001	3.47
Total	8722.432	242				

Table 14 revealed the f-ratio values (3.743) at 2 df 240 and at the alpha level 0.05. The critical value (3.47) is less than f-ratio values (3.743). The probability level of significance P (.001) is less than 0.05. This means that there is significant difference in the effects of activity-based and brainstorming instructions on students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State. The implication of this result is to reject the hypothesis which says there is no significant difference in the effects of activity-based and brainstorming instructions on students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State.

H₀₄: There is no significant difference in the effects of activity-based and brainstorming instructions on male and female students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State.

Analysis of Variance (ANOVA) was employed in analysing the hypothesis. Table 15 presents the summary of this analysis.

Table 15: Summary of Analysis of Variance on the effects of activity-based and brainstorming instructions on male and female students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State

Status	Sum of Square	df	Mean Square	F	Prob.	F.critical
Between groups	131.304	2	65.652	9.211	.000	3.47
Within groups	8186.020	240	38.981			
Total	8317.324	242				

Table 15 revealed the f-ratio values (9.211) at 2 df 240 and at the alpha level 0.05. The critical value (3.47) is less than f-ratio values (9.211). The probability level of significance P (.000) is less than 0.05. This means that there is significant difference in the effects of activity-based and brainstorming instructions on male and female students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State. The implication of this result is to reject the hypothesis which says there is no significant difference in the effects of activity-based and brainstorming instructions on male and female students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State.

H₀₅: There is no significant difference in the effects of activity-based and brainstorming instructions on rural and urban students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State.

Analysis of Variance (ANOVA) was employed in analysing the hypothesis. Table 16 presents the summary of this analysis.

Table 16: Summary of Analysis of Variance on the effects of activity-based and brainstorming instructions on rural and urban students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State

Status	Sum of Square	df	Mean Square	F	Prob.	F.critical
Between groups	346.123	2	173.062			
Within groups	14520.788	240	69.147	6.997	.004	3.47
Total	41866.911	242				

Table 16 revealed the f-ratio values (9.211) at 2 df 240 and at the alpha level 0.05. The critical value (3.47) is less than f-ratio values (6.997). The probability level of significance P (.004) is less than 0.05. This means that there is significant difference in the effects of activity-based and brainstorming instructions on rural and urban students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State. The implication of this result is to reject the hypothesis which says there is no significant difference in the effects of activity-based and brainstorming instructions on rural and urban students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State.

4.5 Summary of Major Findings

Based on the analysis, the following findings emerged:

1. Students taught Islamic Studies using activity-based instruction performed better than those taught with Conventional method in Junior Secondary Schools in Kaduna State.(p-value.003 < 0.005)
2. Performance of students taught Islamic Studies using brainstorming instruction was far better than those taught using Conventional method in Junior Secondary Schools in Kaduna State.(p-value.001 < 0.005)
3. Students exposed Islamic Studies using activity-based and brainstorming instructions performed significantly better than those exposed using Conventional method in which activity-based was the best followed by brainstorming then Conventional method in Junior Secondary Schools in Kaduna State.(p-value.001 < 0.005)
4. The study indicated that male and female students taught Islamic Studies using activity-based and brainstorming instructions significantly performed better than those taught using Conventional method, in the same vein male students were more active during activity-based, on the other hand female students were more involved during brainstorming in Junior Secondary Schools in Kaduna State. (p-value.000 < 0.005)
5. There is significant difference in the effects of activity-based and brainstorming instructions on rural and urban students' performance in Islamic studies when compared with Conventional method where by urban students performed significantly better than their counterparts rural students in Junior Secondary Schools in Kaduna State.(p-value.004 < 0.005)

4.6 Discussion of Findings

The analysis carried out on hypothesis one revealed the effect of activity-based instruction on students' performance in Islamic studies as compared with Conventional method in Junior Secondary Schools in Kaduna State. The table showed the t-calculated of 8.14 with p-value of .003 ($P < 0.005$). The null-hypothesis was rejected because the observed p-value of .003 was less than the probability value of 0.05. The implication of this result is to reject the hypothesis which states that there is no significant difference in the effect of activity-based instruction on students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State. This result has shown that the performance of students taught Islamic studies using activity based instructions was better than those taught using Conventional method. This finding confirms the previous researches such as Dauda (2014) whose finding revealed that Activity-based was most effective than simulation game teaching method and the Conventional method.

Findings on hypothesis two revealed the effect of brainstorming instruction on students' performance in Islamic studies as compared with Conventional method in Junior Secondary Schools in Kaduna State. The table showed the t-calculated of 19.20 with p-value of .001 ($P < 0.005$). The null-hypothesis was rejected because the observed p-value of .001 is less than the probability value of 0.005. The implication of this result is to reject the hypothesis which states that there is no significant difference in the effect of brainstorming instruction on students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State. This result was in line with the finding of Charson (2003) that

the performance of students taught Islamic studies using brainstorming instruction was better than those taught using Conventional method.

The analysis carried out on hypothesis three revealed the f-ratio values (3.743) at 2 df 240 and at the alpha level 0.05. The critical value (3.47) is less than f-ratio values (3.743). The probability level of significance P (.001) is less than 0.05. This means that there is no significant difference in the effect of activity-based and brainstorming instructions on students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State. The implication of this result is to reject the hypothesis which says there is no significant difference in the effects of activity-based and brainstorming instructions on students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State. This result supports the earlier findings of Dauda (2014) whose finding revealed that students performed better in Activity-based and simulation games methods against the Conventional method; and among the three methods tested, Activity-based was the most effective and that simulation game teaching method is more effective than the Conventional method which is in line with the finding of this study.

The finding of hypothesis four revealed the f-ratio values (9.211) at 2 df 240 and at the alpha level 0.05. The critical value (3.47) is less than f-ratio values (9.211). The probability level of significance P (.000) is less than 0.05. This means that there is no significant difference in the effects of activity-based and brainstorming instructions on male and female students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State. The implication of this result was to reject the hypothesis which says there is no significant difference in the effects of activity-based and brainstorming instructions on male and female students' performance in Islamic studies when compared with Conventional

method in Junior Secondary Schools in Kaduna State. This result agreed with the finding of Olibie (2012) that the mean scores of male and female students taught Social studies using the Guided Inquiry and Brainstorming method differ.

Hypothesis five revealed the f-ratio values (9.211) at 2 df 240 and at the alpha level 0.05. The critical value (3.47) is less than f-ratio values (6.997). The probability level of significance P (.004) is less than 0.05. This mean that there was significant difference in the effects of activity-based and brainstorming instructions on rural and urban students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State. The implication of this result was to reject the hypothesis which says there is no significant difference in the effects of activity-based and brainstorming instructions on rural and urban students' performance in Islamic studies when compared with Conventional method in Junior Secondary Schools in Kaduna State. This concurred with the assertion of Olibie (2012) that students in urban centers participated more actively when taught using Activity instructions compared to those in the rural areas in the other methods.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The dissertation titled ‘assessment of effects of activity-based and brainstorming instructions on students’ performance in Islamic studies in junior secondary school in Kaduna State, Nigeria.’ The study was conducted with the five objectives: determine the effects of activity-based instruction on students’ performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state; examine the effects of brainstorming instruction on students’ performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state; determine the effects of activity-based and brainstorming instructions on students’ performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state; investigate the effects of activity-based and brainstorming instructions on male and female students’ performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state; and ascertain the effects of activity-based and brainstorming instructions on rural and urban students’ performance in Islamic studies as compared to the Conventional method in junior secondary schools in Kaduna state.

The study was carried out using Quasi-experimental research design. The target population of the study was made up of 40,490 students. The sample size of study consisted of two hundred and forty two (242) students drawn from 6 intact classes of jss 11 in the 2015/16 session. The sample size of the study was arrive at using simple random and purposive sampling technique A researcher-made test which called “Islamic

Studies Achievement Test” (ISAT) was used for data collection. The instrument was pilot tested, the result of the test revealed a reliability index of 0.88. Data for the study was collected through the administration of pre-test and posttest. The demographic information of respondents was analyzed using frequency count and frequencies, while mean and standard deviation was used to answer the research questions. Hypotheses 1 and 2 were tested using t-test, while hypotheses 3, 4 and 5 were tested using ANOVA at 0.05 alpha level of significance.

Findings from the study revealed that Students taught Islamic Studies using activity-based instruction performed better than those taught with Conventional method in Junior Secondary Schools in Kaduna State.(p-value.003 < 0.005), Performance of students taught Islamic Studies using brainstorming instruction was far better than those taught using Conventional method in Junior Secondary Schools in Kaduna State.(p-value.001 < 0.005),students exposed to Islamic Studies using activity-based and brainstorming instructions performed significantly better than those exposed using Conventional method in which activity-based was the best followed by brainstorming then Conventional method. (P-value.001<0.005). The study indicated that male and female students taught Islamic Studies using activity-based and brainstorming instructions significantly performed better than those taught using Conventional method, in the same vein male students were more active during activity-based. On the other hand female students were more involved during brainstorming in Junior Secondary Schools in Kaduna State. (p-value.000 < 0.005) and there was significant difference in the effects of activity-based and brainstorming instructions on rural and urban students’ performance in Islamic studies when compared with Conventional method where by urban students

significantly performed better than their counterpart rural students in Junior Secondary Schools in Kaduna State.(p-value.004 < 0.005).

5.2 Conclusion

In view of the findings from this study, Conclusion was drawn that the performance of students taught Islamic studies using activity based instruction was better than those taught using Conventional method in Junior Secondary Schools in Kaduna State. Conclusion was also reached that performance of students taught Islamic studies using brainstorming instruction was better than those taught using Conventional method in Junior Secondary Schools in Kaduna State. In the view of findings from the study, it was concluded that performance of students taught Islamic studies using activity based and brainstorming instruction was better than those taught using Conventional method in Junior Secondary Schools in Kaduna State, activity-based instruction was more effective in urban schools compared to other method. On the contrary, brainstorming was more effective in the rural schools as compared with activity-based instruction and Conventional method. This means that these methods complement each other for effective classroom instruction in urban and rural schools. In like manner, the male students were more active during the activity-based instruction compared to other methods. On the contrary, the female students were more involved during brainstorming as compared with other method. This means that these methods complement each other for effective classroom instruction. Lastly, result has clearly revealed that students in urban located school performed better than their counterpart in the rural located school.

5.3 Recommendations

In the light of the findings from this study, recommendations were made that;

1. Islamic Studies Teachers should promote activity-based instruction through findings of this study as it will encourage and motivate students to participate actively in classroom. Furthermore students speaking skills can be improved through use activity-based instruction.
2. Brainstorming instruction should be adopted by Islamic Studies teachers since it improve students' performance.
3. Workshops, seminars, conferences and enlightenment should be organized from time to time for Islamic studies teachers in junior secondary schools in Kaduna stated so as to keep abreast of modern or innovation teaching method such as activity-based and brainstorming instruction.
4. Islamic Studies Teachers should properly plan the lesson and consider the needs, Interest and experience of male and female student during teaching and learning of Islamic studies so as to achieve or to master the objectives of Islamic Studies objectives.
5. There is an urgent need for educational authorities in Nigeria to re-appraise of to cover mastering skills in content and instruction.

5.4 Contribution to knowledge

This study made some contribution to the body of knowledge in the premise that activity-based and brainstorming was able to turn students from passive information to active, free self – learner and participate, and slides emphasis of education programmes from teaching to learning. The finding suggested the ways forward in the inculcation of activity-based and brainstorming instruction in learning Islamic concepts. It has also revealed the need of Islamic studies teachers

to plan the sequence and organize properly, the content of Islamic studies in order to enhance and encourage students to avail themselves to the learning opportunity that are available in activity-based and brainstorming instruction.

This study also contribution to the body of knowledge in the sense that as a result of practical experiences gained from the study, students were able to develop participatory decision making, leadership and active citizenship skills for realizing responsibility as a citizen, such as group works, communication, information acquisition and information sharing with others that were affected positively.

5.5 Suggestions for Further Studies

Further research is necessary on the methods of teaching Islamic Studies so that teachers may be better prepared. Hence, the following topics were suggested:

1. A similar study should be carried out in other states of the federation so as to get the true or complete picture on the use of activity-based and brainstorming as a instruction in the teaching of Islamic Studies.
2. The effectiveness of using brainstorming instruction in developing creative thinking in Islamic Education.
3. The Effects of Multidimensional Variables in the Teaching of Islamic Studies.

REFERENCES

- Abbas, Muhammad & Absi Muhammad (2007). *Curricula and Method of Teaching Mathematic to Lower Primary Stage*, Amman: Al Massera House for Publication, Distribution, and Printing.
- Abdulrashman, M. (2001). Effect of Cooperative Instructional Strategy on Junior secondary students' Performance in Social Studies, *A Journal of Reviews*, 1(1), 22-26.
- Abu Jado, S., & Nwfal, M. (2007). *Teaching Thinking: Theory and Practice*. Amman: Al-masera Publishers.
- Academic Performance Index (api), (2010). Academic Performance Index. Retrieved from <http://www.greatschools.org/issues/ca/api.html>.
- A-dauid, E. (2014). Science as, memorization or participation, Retrieved from www.moe.edu.kw.
- Adediwura, J & Tayo, B. (2007). Perception of Teachers knowledge attitude and Teaching Skills as Predictors of academic performance in Nigerian secondary schools, *Journal of Educational Research and review*. 2(7), 165-17.
- Adeyemi, B.A. & Ajibade, Y.A. (2011). The Comparative effects of Games and Brainstorming Instructional Strategies on Junior Secondary school students' achievement in Social Studies in Nigeria.
- Ahmad, Z. (2010). *Qur'an Translation of the Meanings and Commentary*. Al-Azhar Islamic Research Academy. Cairo.
- Ajelabi, A. (2015). *Essentials of Educational Technology*. Lagos: Raytel Communication.
- Akinboye, J.O. (2013). *Creativity Innovation and Success*. Ibadan: Stilling – Horden Publishers (Nig.) Ltd.
- Alasoluyi, E.O. (2017). Effects of Project and Discussion Methods on students performance in Economics in Senior Secondary School in Ekiti State, Nigeria. Unpublished ph.D Thesis, Ahmadu Bello University, Zaria.
- Al-Afendi & Baloch (1990). *Curriculum and Teacher Education*. Jeddah: Hoolder and Stoughton.
- Al-Ali, (2011). *Islamic Education: A Means Towards Self Actualization*. In Al-Afendi & Baloch (1990). *Curriculum and Teacher Education*. Jeddah: Hoolder and Stoughton..
- Al-bwli, Q. (2010). The effectiveness of using brainstorming strategy in developing creative thinking in Islamic Education among Third secondary students in Tabouk City. Master Thesis. Mut'a University, Krak. Jordan.

- Al-harbi, A. (2012). The Effect of Brainstorming in Develops Creative Thinking and Achievement among First Secondary School Students in Biology in Arrar City. Unpublished Master Thesis, Faculty of Education. Mecca.
- Ali, M.D. (2001). The Effects of Multidimensional Variables in the Teaching of Islamic Studies in Katsina State. M.Ed Theses (Islamic Studies) Ahmadu Bello University, Zaria.
- Alibi, T. (2011). Curbing Examination Malpractice in the University System: A Management Perspective. *Education Research Journal*, 14(2), 30-43.
- Al-lala., S. (2009). The effectiveness of a training program based on Trafnger model in developing creative problem solving among kindergarten children in Jordan. PhD Dissertation. Amman. Arabic Amman Graduate Studies University.
- Al-maghawry, A. (2012). Effectiveness of Using the Brainstorming Technique to Learn Some Basic Skills and Collection of Knowledge for Beginners in Volleyball. *World Journal of Sport Sciences*, 6 (4), 361-366.
- Al-qarni, F. (2011). Measuring the effectiveness of using brainstorming strategy in developing creative thinking in science among third intermediate students in Qurayyat city. Unpublished Master thesis. Al-balqa Applied university. Salt. Jordan.
- Amos S. (2012). Teachers' Questions in science Classroom in S. Amos and S.S. and Boohan R. (Eds). (2002). *Aspects of Teaching Secondary Science*, London: routledge falmer.
- Atef, Hiyam Mohammed (2005). *Integrated Activities*, i 3. Cairo n: Dar alfikr –Aaraby.
- Bani Hamad, F. (2016). The effect of brainstorming strategy in graduate studies students. Master These, Amman Arabic University. Jordan.
- Barayseh, A. (2003). The effect of a proposed program based on semantic mapping and brainstorming strategies on developing the English writing ability and attitudes of the first scientific secondary students. Unpublished Ph.D. Theses, Amman Arab University for Graduate Studies, Amman, Jordan.
- Bdour, & Ali Adnan (2004). The Impact of using Teaching Strategies Brainstorming in Teaching Mathematics in the Third Acquisition of Knowledge among the Student of the Seventh Grade, Unpublished Doctoral Dissertation, Amman Arab University for Graduate Studies, Amman Jordan.
- Ben-Yunus, M. (2008). *Issues on curriculum*. Zaria: Sakome Educational publisher Company Limited.

- Bichi, S.S. (2001). *Effects of Problem Solving Strategy and enriched curriculum on Secondary School Students achievement in evolution concepts*. Unpublished PhD Desertion, A.B.U. Zaria.
- Bichi, Y.M. (2004). *Introduction to Research Method and Statistics*, Kano: Debis-co. Press and Publishing Company.
- Bliss, J. (1995). Piaget and after: The Case of Learning Science. *Studies in Science Education*, 25:139-172.
- Bobb-Wolff, L. (1996) brainstorming to Autonomy. *Forum*, 34(3), July – September.
- Broun, A.I (1995). The Advancement of Learning. *Educational Researcher*; 23(8), 4-12.
- Brown, C.R. (2015). *The effective teaching of biology*, London: Longman.
- Calderon, T.G, Gabbin, A. L., & Green, B. P. (1996). Summary of Promoting and Evaluating *Effective Teaching Journal of Accounting Education*, 14 (3), 367-383.
- Carlson, K. (2003). Constructivism: What it means for my own teaching. Unpublished Doctoral Dissertation, University of New Orland.
- Center for American progress (CAP) (2012). How to Measure Academic achievement.
- Cheek, D.W (2012). *Thinking Constructively about Science, Technology and Society Education*. Albany, NY: State University of New York Press.
- Chia, H.L. (2001). Reading activities for effective top-down processing. *Forum* 39 (1), 22-33.
- Christmas, B. (2010). The Role of Brainstorming in improving student writing performance in the classroom.
- Churchill, D. (2013). Effective design principles for activity-based learning; role of learning objects' in science and engineering education. Retrieved from <http://www.learnerstohether.net/pdf/effective-design-principles.pdf> on 10 Oct. 2011.s
- Coulson, A.J. (2008). *Public school Academic Performance*. National Trends: Retrieved from <http://www.schoolchoices.org/roo/academic.html>.
- Dada, A.A. (2015). Lecture guide on curriculum organization and evaluation. Ahmadu Bello University, Zaria (unpublished).
- Dauda, A.D. (2014). *Effects of Activity-based and Simulation Games Techniques on Academic Performances of JSS students in Kaduna State-Nigeria*. An Unpublished M.ed. Thesis Submitted to Post-Graduate School, Ahmadu Bello University, Zaria.

- Deboer, G.E. (1991). *A History of Ideas in Science Education*. Implications for Practice. New York teachers College Press.
- Deboer, G.E. (2009). Student-centred teaching in a standards-based world: Finding a Sensible balance, *science & education*, 11:405-417.
- Donald, R. & Edward, B. (1981). *Business and Economic Statistics*. Plano: Business publication Inc.
- Eble, K.E. (2012). "Discussion" *The Craft of Teaching*. San Francisco: Jossey – Bass.
- Elsevier, N. (2010). *Contemporary clinical Measurement Tools in Academic Paediatric research Network*. Retrieved from <http://www.contemporaryclinical.edu/org/hmls>.
- Fafunwa, A. B. (2004). *History of Education in Nigeria*. Ibadan: NPS Publishers Limited.
- Farangi, M. R., Fatemi, M. A. & Qaviketf, F., (2014). The Effect of Two Brainstorming Strategies on the Improvement of Iranian Intermediate EFL Learners' Writing Skill. *International Journal of Language Learning and Applied Linguistics*
- Feden, P.D (2011). About Instructions: Powerful New Strategies Worth Knowing. *Educational Horizon*, 73 (1), 121-140.
- Federal Republic of Nigeria (2009). *National Policy on Education*. Lagos NERDC Press.
- Fraenkle, J.R. & Wallen, N.E. (2000). *How to Design and Evaluate Research in Education* (3rd Edition) Mccraw Hill, New York.
- Furnham, A., & Yazdanpanahi, T. (2013). Personality Differences and group versus individual brainstorming. *Personality and individual differences*, 19, 73-80.
- Gallagher, S.A. & Stepien, W.J. (1996). Content acquisition in problem-based learning depth versus breadth in American Studies. *J Educ. Gifted*, 19(3), 257-275.
- Glenn, R.E (2001). What Teachers Need To Be, *The Education Digest*, 67 (1),19.
- Goldman, R. (1965). "Readiness for Religion" *A Bass for Developmental religious education*" London: Routledge and Kegan Paul.
- Good, T., & Brophy, J. (2012). *Looking in Classrooms*, 6th ed., New York: Harper.
- Guga, A. (2011). *Curriculum Design and Evaluation*. Zaria; Strevone Printing Press, Bassawa Road Samaru.

- Hake, R.R (1998). Interactive-engagement versus Conventional methods: a six-thousand – student survey of mechanics test data for introductory physics courses. *American Journal of physics*, Vol. 64 – 74.
- Handbook of research on educational communications and technology* (3rd edition). Mahwah, NJ: Lawrence Erlbaum Associates.
- Harel, I., & Papet S. (1991). Software design as a learning environment. *Interactive learning*.
- Harfield, T. Davies, K., Hed J., Panko. M. R. & Kenley, R. (2007). activity – Based Teaching for Unitec New Zealand Construction Students, *Emirates Journal for Engineering Research*, 12(1), 57-63 (2007).
- Harlen, W. (1997). First step towards teaching of science. A review of research, Edinburgh: Scottish council for research in education. Henson K. T. and Eller, B.F. (1999). *Educational Psychology for effective teaching*, Belmont, CA: Wadsworth Publishing.
- Honig, A. (2011). How to promote creative thinking. *Early childhood today*, 15(5), 34-41 Hot in LGA. Unpublished B.Ed. project,. Bayero University Kano, Kano.
- Hug B. Krajcik, J.S., & Marx, R.W. (2005) Using Innovative Learning technologies to promote learning and engagement in an Urban. *Science classroom urban education*, 40(4), 446-472.
- Hull, D. (1999). *Teaching science contextually*. Retrieved from [http://www.cord.org/uploadedfiles/teaching science contextually.pdf](http://www.cord.org/uploadedfiles/teaching%20science%20contextually.pdf) on 04 Dec. 2011.
- Iwuji, N.P.(2012).Effects of Activity-based Teaching Strategy on Academic Achievement and Retention in Basic Science Concepts among Junior Secondary School Students in Kaduna State, Nigeria. Unpublished M.ED Thesis, Ahmadu Bello University, Zaria
- Ivowi, U.M.E. (2003). The Schools Industry Linkage.*Nigerian Journal of Curriculum Studies* 10.
- Jarwan, F. (2015). *Teaching Thinking: Definition and applications*. Amman: Dar Al-fkir.
- Jonah, L. (2013). *Group think*, retrieved New York.
- Jordan. Zeitoun, A. (2001). *Methods of Teaching Science*, Amman: sunrise house.
- Kafai, Y.B, & Resnick, M. (Eds.). (1996) *Constructionism in practice: Designing thinking and learning in a digital world*. Mahwah, NJ: Lawrence Erlbaum.
- Kaufman, D.M., & Mann, K.V. (1996). Students’ perceptions about their courses in problem-based learning and conventional curricula. *Acad. Med.*, 71(1), S52-S54.

- Kelley A.E. & Lesh, R.A (2000). *Handbook of Research Design in Mathematics and Science Education*. Lawrence Erlbaum Association, Mahwah, New Jersey.
- Keshwon, B.A. (2014). To Study effects of Brainstorming Instructional Strategies and simulation games secondary school Students achievement in social studies. Vol. 3.
- Khusro, A. M. (2010). *Fundamental of Behavioural Research* (3rd ed) New York: Holt Rimehort Winson.
- Kobiowu, S.V. & Alao, F. (2010). *The Challenges of examination Management in the Developing societies: The Nigerian scenario*. Retrieved from <http://www.porto.ucp/open/modules/doc/hml>.
- Kovac, J. (2013). Student active learning methods in general chemistry. *Journal of chemical education*, 76,120-124.
- Lawal.H. (2012). An Analysis of Islamic Moral Values Regarding Eating and Drinking .Zuba Book of Art and Social Sciences, 1 (1) 213-220.
- Ledbetter, M. E. (2010). *The writing teacher's activity-a-day*.San Francisco: Jossey-Bass.
- Lehman, P. (2012). *Performance, Measurement and Evaluation*. Retrieved from <http://www.freedomscientific.com/ISG.html>.
- Louis, M.O. (2012). *Academic Achievement Discourse*. Retrieved from <http://www.ascd.achievement-discourse.aspx.html>.
- Mahoney, M. J. (2004). What is Constructivism Why is Growing? *Contemporary Psychol.* 49: 360-363.
- Manktelow, J. (2010). *Brainstorming: Generating Many Radical Ideas*.Mind Tools Ltd of Signal House, Station Road, Burgess Hill, West Sussex, RH15 8DY, United Kingdom.
- Mecdownell, D. (2013). *Process Guide: Brainstorming*.The Triton and Patterns Projects of San Diego Unified School District.
- Mckeachie, W.J. (1998). *Teaching tips: Strategies, Research and theory for college and University Teachers*. Houghton-Mifflin.
- McKeachie, W.J. (2010). *Organizing effective Discussion" Teaching Tips* (7th ed) Lexington, M.A.D.C. health.
- Megan, W. (2011). *A Practical guide to Conducting Classroom observation*. Retrieved from <http://www.alafrica.com/practical-guide-to-conducting-classroom-observati on.hml>.

- Meziobi K. A; Fubrara V. R & Mebiobin, S. A. (2008). *Social Studies in Nigeria Teaching Methods. Instructional Material & Resources*. Acadebeak Publishers 21 Erekwere Street, Owerri, Nigeria.
- Mobolaji, O. (1984). *Introduction to Methodology of Social Studies*. Ibadan-Nigeria: Evans Brothers Limited.
- Mohammed, S. O. (2011). Problems of Teaching Islamic Studies in the Post-primary Schools in Hot in LGA. Unpublished Ph.d dissertation Project, Bayero University, Kano, Kano.
- Nadu, T. (2008). Activity based Learning; effectiveness of activity-based learning Reported by school scope. Chic State University India.
- Federal republic of Nigeria (2009). *National Policy on Education*. Lagos NERDC Press.
- National Teachers' Institute (2013). *Postgraduate Diploma in Education (PDE). Book 1. PDE 101: History of Education. Module 3: History of Education in Nigeria. Unit 2: The Islamic System of Education in Nigeria*. Kaduna: National Teachers Institute.
- NERDC, (2007). *9 Year Basic Education Curriculum Islamic Studies for Junior Secondary School*. Lagos: NERDC Press.
- Nicholas, A.O. (2004), Promoting Prosocial Pupil Behaviour: Secondary school intervention and pupils effects. *British Journal of Educational Psychology*, 69,479-504.
- Njoku, P.N. (2010). Activity-based Method as a Strategy in the Teaching of Social Studies in Selected Secondary Schools in Imo State. M.ed Thesis (Curriculum and Instruction) Submitted to Post- Graduate School, Ahmadu Bello University, Zaria.
- Obada, A. (1992). *Creative Solutions of Problems: Theory and Practice*. Bahrain: Dar Al-hikma Press.
- Olatubosun, A. (2013). Islamic Studies in Nigeria: problems and Prospects. *International Journal of Humanities and Social Sciences*, 3,(2), 179-185.
- Olibie, E. (2012). Effects of Gidded Activity-based Method (GIM) on Students Performance in Social Studies in Anambra State. M.ed. Thesis submitted to Post-graduate School, Ahmadu Bello University, Zaria.
- Oloyede, I.A (2008). The Imperative for Reshaping and Re-orienting the Modern Disciplines in the Islamic Perspectives. An Unpublished paper Presented at a Two-Day National Workshop on Islamization of Education.
- Olurukooba, S. B. (2012). The Relative Effects of Cooperative Instructional Strategy and Conventional Method on the Performance of Senior Secondary School Chemistry Students. An Unpublished Ph.D Thesis Department of Education A.B.U, Zaria.

- Owolabi O. & Akinboye, J.O. (1988). *Differential efficacy of brainstorming and Behavioural Problem solving in fostering creativity*. Department of guidance and counseling, University of Ibadan.
- Panko, M, Kenley, R. Davies, K. Piggot-Irvine, E., Allen, B., Hede, J. & Harfield, T. (2005). Zealand, Inc. United New Zealand, Auckland.
- Pine, G. (2012). Teaching Strategy. *Nigerian Journal of Curriculum Studies* 10(1).
- Prema, P., Subbiah, S., Rommath, R., & Subramon, S. (2009). Instructional and nurturant Effects of Activity-based Learning on Impact study in selected districts in Tamil Nadu Magappa University. India.
- Price, M. (2004). *Does active learning work? A review of the Research* Retrieved from http://ctlt.jhsph.edu/resources/views/content/files/150/does_active_learning_work.pdf on 03 Jan., 2012.
- 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.
- Qutub, S., (2010). *Islam: The Religion of the Future, Beirut. The Holy Koran Publishing House, Sahih al-Boukhari*. Retrieved from <http://www.big.com/how-5517492-measure-academic-achievement.html>.
- Rammel, B. (2012). "The Importance of Understanding Islam" Siddiqui Reprint U.K Department for Innovation University Press.
- Sabiq, S. (1996). *Fiqh as sunnah. English translation by F. Amira Zreni matraji, Darul fik, Beirut*.
- Santamen, E., Briggs, R.O., & De Vreede, G-J. (2004). Causal Relationships in Creative Problem solving: Comparing facilitation interventions for ideation. *Journal of management information systems*, 20(4), 167-198.
- Saunders, W. L (2010). The Constructivist Perspective: Implications and Teaching *Strategies for Science and Mathematics*, 92 (3), 136-141.
- Scott, B. (2001). Relevance of Assessing Secondary Schools Students Learning Outcome. *International journal of educational Research*, 30 (15), 220-330.
- Sdouh, W. (2013). The effect of Using the Strategies of Brainstorming and Computer Education in Academic Achievement and the Development of Creative thinking skills of sixth grade students in Jordan and their attitudes towards learning mathematics, *European science Journal*, 9(13).

- Shah, I and Rahat T. (2014). Effects of activity-based teaching method in science. *International Journal of Humanities and Management Sciences, (IJHMS), 2 (1) (2014) ISSN 2320-4044 (online).*
- Shi, L. (1998). Effects of prewriting discussions on adult ESL students' compositions. *Journal of Second Language Writing, 7 (3), 319-345.*
- Stoblein, M. (2009). *Activity-based Learning experiences in Quantitative Research Methodology for (Time-Constrained) Young Scholars – Course Design and Effectiveness.* POMS 20th Annual Conference, Orlando, Florida, U.S.A.
- Suydan, Marilyn, N; Higgins. (2011). *Activity-based Learning in Elementary School Mathematics: recommendations from Research. Information reference centered (ERIC/IRC) The Ohio State University, 1200 Chambers Rd, 3rd Floor, Columbus, Ohio 43212.*
- Tanko, A.A. (2014). Effects of Inquiry Teaching Methods on the Academic Performances of Junior Secondary School Students in Social Studies in Kaduna Central Education Zone. A Thesis Proposal Presented to Department of Arts and Social Science Education. Ahmadu Bello University, Zaria.
- The Holy Quran, English Translation of the Meanings and Commentary (chapter 51:56). Medina King Fahd Holy Qur'an Complex.
- Tomlinson, S. (2014). English on the Internet. *Online available at: White R., & Arndt, V. (1991). Process Writing.* Longman.
- Toras, M. (2002). Using Assessment for learning and learning from assessment, & *Evaluation in Higher Education, 27(6), 501-510.*
- Trowbridge, L. W., Bybee, R. W. & Powell, J. C (2010). *Teaching Secondary School Science,* Upper Saddle River, NJ: Merrill/Prentice Hall.
- Tshui, C.Y. & Cai, D. (2011). Developing a System for Maintenances of teaching college Laboratory equipment. *Journal of Vocational and Adult education, 3(1) 11-22.*
- Usman I.A. & Shaibu, A.A.M. (2001). The relationship between students performance in practical activities and their achievement in integrated science using the NISTEP mode of teaching Universities of Jos *Educational Journal Vol.*
- Vhovhen A. (2011). *Practical teaching and the student teaching* Benin: Idodo Ume Publisher.
- Yager, R. E. (2011). What Research says to the Science Teacher; Volume Seven the Science and Technology, Society Movement. *Washington D.C National Science Teachers Association.*

- Yang, R., & Collin, A. A. (2011). Constructivism and Social Constructivism in Career Fields. *J. Vocat Behaviour*, 64:373-388.
- Yangin, S. & Dindar, H. (2007). İktisat Fen ve teknoloji Programındaki Öğretmenlere yansımaları. Hacettepe üniversitesi Eğitim Fakültesi, 33, 240-252.
- Yoloye, E.A. (2012). Vision and Mission of special Education in Nigeria: Matters arising and the challenges of the 21st century in Kabiru Isyaku et al, (ed), *vision and mission of education in Nigeria, Kaduna*, National Commission for colleges of Education.
- Yusuf, H.O. (2012). *Fundamentals of Curriculum and Instruction*. Kaduna – Nigeria: Joyce Graphic Printers and publishers.
- Zeitoun, A. (2011). Method of Teaching Science, Amman: Sunrise House for Obada, A.(1992). *Creative Solution of Problem: Theory and Practice*. Bahrain: Dar Al-hakima Presss.

APPENDIX A

Curriculum and instruction Section,
Department of Educ. Fund,
Faculty of Education,
Ahmadu Bello University,
Zaria.

Dear Respondent / Students,

REQUEST TO ANSWER RESEARCH QUESTIONS

I am a postgraduate student of the above school and department carrying out a research thesis titled “Effect of Activity-Based (A.B) and Brainstorming Instructions on students’ performance of Islamic Study in (JSS) Kaduna State Nigeria.

Please I need your support in answering the questions appropriately. The answer collected through the use of this research instrument shall be treated confidentially and shall be applied only for the purpose of this research work.

Thanks you for your anticipated cooperation.

Yours sincerely

Isma`il Abubakar

P13EDFC8037

08063299140

APPENDIX B

LESSON UNITS

Subject Islamic studies

Lesson topic consist of 3 lesson

(1) Salat : which has themes as

- (a) Concept of prayer
- (b) Types of prayer
- (c) Importance of prayer

(2) Hadith : this is saying , action or silent approval of prophet moh`d (p b u t h): it divided as;

- (a) Concept of hadith
- (b) Types of Hadith
- (c) Importance of Hadith

(3) Ablution:

- (a) Concept of ablution
- (b) Steps of ablution
- (c) Things vitiate ablution

APPENDIX C
EXPERIMENTAL GROUP
LESSON PLAN FOR ISLAMIC STUDIES ACTIVITY-BASED INSTRUCTION (ABI)
LESSON I

Name of school:	GJSS K/ Jatau
Name of Teacher:	Ismail Abubakar
Subject:	Islamic Studies
Topic:	Prayers (Salat)
Group:	Experimental
Number of Students:	29
Age:	14 +
Sex	Mixed
Duration:	40 minutes
Teaching methods:	Activity – based
Instructional material:	Chart showing muslims praying
Reference book:	Fundamental of Islamic studies
Behavioral Objectives:	By the end of the lesson students should be able to: i. Explain the concept of prayers Definition of prayers literally means act of worship. Technically is one of the pillar of Islam which start with salutation and end with salam (peace), it consist of recitation, bowing, prostration, setting, standing. ii. Mention different types of prayers Prayers are categorized into two(2) Obligatory prayers and non-obligatory prayers iii State the important of prayers. 1 sources knowledge 2 sources of reward

3 second pillar of Islam

Previous Knowledge:	Students have perform prayers with their parent at home and Mosque
Presentation:	Teacher presents the lesson by through the following Steps:
Step I:	Students are assigned into groups and allow for better interaction between the Students within the group in order to ensure heterogeneity in each group, before commencement of any activity, group leaders are ensure that their member are appropriately in the groups and obtain necessary materials.
Step II:	To ensure accountability, each member in the group will be assigned a role; it is the role of group leader to read the activities of their groups.
Activity 1:	Understand the concept of prayers State the meaning of prayers
Activity 2:	To list and explain the types of prayers List two forms of prayers 1. 2.
Activity 3:	To mention the important of prayers Mention three important of prayers 1. 2. 3.
Conclusion:	The teacher concludes the lesson by summarizing the main point of the lesson.
Evaluation	Teacher evaluates the lesson by asking following questions: 1. Define the concept of prayers 2. Mention 2 types of prayers. 3. Explain the important of prayers.

LESSON PLAN FOR ISLAMIC STUDIES ACTIVITY-BASED INSTRUCTION (ABI)

LESSON 2

Name of school:	GJSS K/ Jatau
Name of Teacher:	Ismail Abubakar
Subject:	Islamic Studies
Topic:	Ablution
Group:	Experimental
Number of Students:	30
Age:	14 +
Sex	Mixed
Duration:	40 minutes
Teaching methods:	Activity – based
Instructional material:	Chart showing performing ablution
Reference book:	Fundamental of Islamic studies
Behavioral Objectives:	By the end of the lesson students should be able to: iii. Explain the concept of Ablution The holy Qur'an directs Muslims to perform Ablution before offering prayers. Q 5:6. Therefore Ablution become obligatory as preparation of prayers. That is washing with Pure water of those parts of the body which are generally iv. Mention parts of Ablution Ablution is divided into three(3) parts: (1) Obligatory parts (2) Sunnah parts (3) Recommended parts.
Previous Knowledge:	Students have perform ablution with their parent at home and Mosque
Presentation:	Teacher presents the lesson by through the following

Steps:

- Step 1: Students are assigned into groups and allow for better interaction between the Students within the group in order to ensure heterogeneity in each group, before commencement of any activity, group leaders are ensure that their member are appropriately in the groups and obtain necessary materials.
- Step II: To ensure accountability, each member in the group will be assigned a role; it is the role of group leader to read the activities of their groups.
- Activity 1: Understand the concept of Ablution
State the meaning of Ablution
- Activity 2: To list and explain the parts of Ablution
List three (3) parts of Ablution
- 1.
 - 2
 - 3
- Conclusion: The teacher concludes the lesson by summarizing the main point of the lesson
- Evaluation Teacher evaluates the lesson by asking following questions:

1. Define the concept of Ablution
2. Mention three (3) parts of Abluton.

LESSON PLAN FOR ISLAMIC STUDIES ACTIVITY-BASED INSTRUCTION (ABI)

LESSON 3

Name of school: GJSS K/ Jatau
Name of Teacher: Isma'il Abubakar
Topic: Ablution
Sub-topic: Obligatory and Sunnah parts of Ablution
Group: Experimental
Class: JSS III
Age: 14 years +

Sex:	Mixed
Duration:	40 minutes
No of students:	30
Instructional methods:	Activity - based
Reference book:	Fundamental of Islamic Studies
Behavioural Objectives:	<p>By the end of the lesson students should be able to</p> <ol style="list-style-type: none"> 1. Explain and list obligatory parts of ablution. Obligatory parts of ablution are seven (7), if someone omit any one of them the Ablution remains incomplete, they are: <ul style="list-style-type: none"> (a) Making intention (b)Washing the face (c)Washing the feet (d)Rubbing the head with water, and so on 2. Discuss mention sunnah parts of Ablution. The sunnah parts of ablution are not compulsory, but It is better they are performed because the prophet Had performed them. However if any of such parts are not performed the ablution shall still be correct but in complete. They are as follows:- <ul style="list-style-type: none"> (a)Washing of hands up to wrist (b)Cleansing of the mouth with water (c)Inhaling water in the nose and exhaling it again (d)Wiping the two ears, and so
Instructional Material:	Charts contain muslims washing obligatory and sunnah parts of ablution
Previous Knowledge:	Students have learnt about parts of ablution last class.

Presentation:	The student will be assigned into groups and each group will be assigned a leader among its members with their question(s). Example Group (A) Explain the meaning of obligatory and (B) State and explain obligatory parts of ablution (C) Mention and discuss sunnah parts of ablution.
Step I	Before the commencement of any activity, group leaders are to ensure that their members are appropriately in the group and each group obtain the necessary materials.
Step II	Each group will be provided with answer sheet properly to indicate their groups; this will be collected later from the leader of different groups.
Step III	The research will introduce the activities covered by the lesson and remind for the subject of the need for cooperative work in their respective groups.
Step IV	To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leader and group listeners.
Activity I	Understanding the concept of obligatory and sunnah parts of ablution State the meaning of obligatory and sunnah parts of ablution
Activity II	To list and explain the five obligatory parts of ablution 1. 2. 3. 4. 5.
Activity III	To mention four (4) sunnah parts of ablution Mention four (4) sunnah parts of ablution 1. 2.

3.

4.

Conclusion:

Teacher concludes the lesson by summarizing the lesson

Evaluation:

Teacher evaluates the lesson by asking the following questions

1. Explain the concept of obligatory and sunnah

Parts of ablution,

2. Mention four (4) obligatory parts of ablution

3. State four (4) sunnah parts of ablution.

LESSON PLAN FOR ISLAMIC STUDIES ACTIVITY-BASED INSTRUCTION (ABI)
LESSON 4

Name of school:	GJSS K/ Jatau
Name of Teacher:	Ismail Abubakar
Subject:	Islamic Studies
Topic:	Ablution
Sub-Topic	The recommended parts of ablution and things vitiate it
Group:	Experimental
Number of Students:	30
Age:	14 +
Sex	Mixed
Duration:	40 minutes
Instructional methods:	Activity – based
Instructional material:	Chart showing muslims performing ablution
Reference book:	Fundamental of Islamic studies
Behavioral Objectives:	By the end of the lesson students should be able to: i. Explain the recommended parts of ablution The recommended parts of ablution are those which are neither obligatory nor sunnah. The prophet performed them most of the time.

II. List recommended parts of ablution

There are many recommended parts of ablution.They as follows:-

- (a) saying in the name of Allah at the begin
- (b) brushing the teeth rinsing the mouth
- (c) observing silence during ablution
- (d) washing every parts three times, and so on

III. Enumerate and discuss things that vitiate/weakened ablution

Ablution is weakened by the occurrence any one of the following:-

- (a) Deep sleep
- (b) Unconsciousness
- (c) Doubt on whether the ablution is spoil or not
- (d) Touching the private parts of one's body, and so on.

Previous Knowledge: Students have learnt obligatory and sunnah parts of
Ablution in Islamic schools and home

Presentation: Teacher presents the lesson by through the following

Steps:-

Step I: Students are assigned into groups and allow for better interaction between the Students within the group in order to ensure heterogeneity in each group, before commencement of any activity, group leaders are ensure that their member are appropriately in the groups and obtain necessary materials.

Step II: To ensure accountability, each member in the group will be assigned a role; it is the role of group leader to read the activities of their groups.

Activity 1: Understand the concept of recommended parts of ablution

State the meaning of recommended parts of ablution

Activity 2: Understand the concept of things that vitiate ablution

Activity3: Mention four (4) things that vitiate ablution

1.

2.

3.

4.

Conclusion: The teacher concludes the lesson by summarizing the main point of the lesson.

Evaluation Teacher evaluates the lesson by asking following questions:

1. State the meaning of recommended parts of ablution

2. Explain the things that vitiate ablution

3. Mention four (4) things that vitiate ablution

a

b

c

d

**LESSON PLAN FOR ISLAMIC STUDIES ACTIVITY-BASED INSTRUCTION (ABI)
LESSON 5**

Name of school: GJSS K/ Jatau

Name of Teacher: Ismail Abubakar

Subject: Islamic Studies

Topic: Prayers (Salat)

Group: Experimental

Number of Students: 29

Age: 14 +

Sex: Mixed

Duration: 40 minutes

Teaching methods: Activity – based

Instructional material: Chart showing muslims praying

Reference book: Fundamental of Islamic studies

Behavioral Objectives: By the end of the lesson students should be able to:

i. Explain the concept of prayers

Definition of prayers literally means act of worship.

Technically is one of the pillar of Islam which start with salutation and end with salam (peace), it consist of recitation, bowing, prostration, setting, standing.

II. Mention different types of prayers

Prayers are categorized into two(2)

Obligatory prayers and non-obligatory prayers

iii State the important of prayers

1 sources knowledge

2 sources of reward

3 second pillar of Islam

Previous Knowledge: Students have perform prayers with their parent at home and Mosque

Presentation: Teacher presents the lesson by through the following Steps:

Step 1: Students are assigned into groups and allow for better interaction between the Students within the group in order to ensure heterogeneity in each group, before commencement of any activity, group leaders are ensure that their member are appropriately in the groups and obtain necessary materials.

Step II: To ensure accountability, each member in the group will be assigned a role; it is the role of group leader to read the activities of their groups.

Activity 1: Understand the concept of prayers

State the meaning of prayers

Activity 2: To list and explain the types of prayers

List two forms of prayers

1.

2.

Activity 3: To mention the important of prayers

Mention three important of prayers

- 1.
- 2.
- 3.

Conclusion: The teacher concludes the lesson by summarizing the main point of the lesson.

Evaluation Teacher evaluates the lesson by asking following questions:

1. Define the concept of prayers
2. Mention 2 types of prayers.
3. Explain the important of prayers.

**LESSON PLAN FOR ISLAMIC STUDIES ACTIVITY-BASED INSTRUCTION (ABI)
LESSON 6**

Name of school: GJSS K/ Jatau

Name of Teacher: Isma'il Abubakar

Topic: Hadith

Group: Experimental

Class: JSS III

Age: 14 years +

Sex: Mixed

Duration: 40 minutes

No of students: 29

Teaching methods: Activity - based

Reference book: Fundamental of Islamic Studies

Behavioural objectives: By the end of the lesson students should be able to

1. Explain the concept of Hadith

hadith is the saying, action or silent approval of prophet Moh'd (S.A.W)²

State and explain types of Hadith

Hadith is divided into three (3)

(a) Hassan (authentic)

(b) Sahih (good)

(c) Da'if (weak)

3. List the important of Hadith

There are many important of hadith. Some are:

(a) It second source of islamic law

(b) It supplement Qur'an

(c) Sources of history.

Instructional Material Charts contain hadith books

Previous Knowledge: Students have learnt about hadith in Islamiyya schools.

Presentation: The student will be assigned into groups and each group will assigned a leader among its members with their question(s).Example

Group (A) Explain the meaning of hadith.

(B) State and explain types of hadith.

(C) Mention three important of hadith.

- Step I Before the commencement of any activity, group leaders are to ensure that their members are appropriately in the group and each group obtain the necessary materials.
- Step II Each group will be provided with answer sheet properly to indicate their groups; this will be collected later from the leader of different groups.
- Step III The research will introduce the activities covered by the lesson and remind for the subject of the need for cooperative work in their respective groups.
- Step IV To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leader and group listeners.
- Activity I Understanding the concept of hadith
- State the meaning of Hadith.
- Activity II To list and explain the three forms of hadith
- List two forms of Hadith
- 1.
 - 2,
- Activity III To mention the important of Hadith
- Mention four (4) importance of Hadith
- 1.

2.

3.

4.

Conclusion:

Teacher concludes the lesson by summarizing the lesson

Evaluation:

Teacher evaluates the lesson by asking the following questions

1. Explain the concept of hadith

2. Mention 3 forms of Hadith

3. State 4 important of hadith

APPENDIX D
EXPERIMENTAL GROUP
LESSON PLAN FOR ISLAMIC STUDIES BRAINSTORMING INSTRUCTION (ISSBI)
LESSON 1

Name of school:	GJSSKugu
Name of Teacher:	Isma'il Abubakar
Topic:	Prayers (Salar)
Group:	Experimental
Class	JSS III
Age	13 years
Sex:	Mixed
Duration:	40 minutes
No of students:	26
Teaching methods:	Brainstorming
Instructional materials:	A chart showing Muslims praying.
Reference book:	Fundamental of Islamic Studies
Behavioural object:	By the end of the lesson students should be able to

1. Explain the concept of prayers.

Prayers literally means act of worship.

Technically is one of the pillars of Islam which start with salutation and end with salam (peace) it consist of recitation, bowing, prostration, setting, standing.

2. Mention different types of prayers

Prayers is categorized into two (2)

Obligatory prayers and non-obligatory prayers

3. State the important of prayers

a sources paradise

b sources of reward

c second pillar of Islam

Previous Knowledge:	Students have been performing prayers at home
Presentation:	Teacher presents the lesson by following steps
Step 1:	Teacher assigned students into groups and introduce problems to them. Example group A, B and C
Step II:	The teacher listed the rules to be followed during brainstorming session.
Step III:	The original question is broken into smaller questions and assigned to each group and allow students 5 minute to brainstorm on the topic given to them.
Step IV	The teacher collect group ideas resulting from the each. Group weather right or wrong and write it on the board.
Step V:	These ideas are then organized into a logical structure by writing the right ones and discarding wrong ones.
Conclusion:	The teacher concludes the lesson by summarizing the lesson.
Evaluation:	Teacher evaluates the lesson by ask following questions; I explain the concept of prayers

ii. Mention 2 types of prayers

iii. State and explain the important of prayers.

**LESSON PLAN FOR ISLAMIC STUDIES BRAINSTORMING INSTRUCTION (ISSBI)
LESSON 2**

Name: of the School: G.S.S Kugu

Name: of the Teacher Ismail Abubakar

Subject Islamic studies

Topics Hadith

Class JS iii

Sex Mixed

Age 13+

No of students 26

Duration 40 minut

Teaching methods Brainstorming

Teaching Aids Collection books of hadith

Reference Book Fundamental of Islamic studies

Behavioral Objectives By the end of the lesson students should be able to

(1) Explain the meaning of hadith.

Hadith is the saying, action or silent approval of prophet
Moh'd (S.A.W)

(2) State the type of hadith. Hadith is divided into
three (3)

(a) Hassan (authentic)

(b) Sahih (good)

(c) Da'if (weak)

(3) Mention important of hadith .

There are many important of hadith. Some are:

- a. It second source of law
- b. It supplement Qur'an
- c. Sources of history.

Previous Knowledge students have learnt about hadith is Islamiyyah School and the home

Presentation

Teacher presents the lesson by following steps

Step 1

Teacher listed out certain rule to be followed during the brainstorming session. Exmple

(a) No criticism of ideas

(b) Welcoming the large quantity of ideas.

(c) Building on what others have suggested

Step 2

Students shall be assigned into group and introduction problems to them.

Step 3

The problem shall be shared into group and each group has leader with necessary material

Step 4

Teacher lets students 5 minutes to brainstorm of the topic given to them

Step 5

Each group leader reads out their finding and teacher put it on the board.

Step 6

Teacher frame correct solution in logical order and excluded wrong one

Conclusion

Teacher concludes the lesson by summarizes the lesson

Evaluation

Teacher evaluates the lesson by ask following question.

- (1) What is hadith?
- (2) mention important of hadith
- (3) List and explain types of the hadith.

LESSON PLAN FOR ISLAMIC STUDIES BRAINSTORMING INSTRUCTION (ISSBI)

LESSON 3

Name: of the School:	G.J.S.S Kugu
Name: of the Teacher	Ismail Abubakar
Subject	Islamic studies
Topics	Ablution
Class	JS iii
Sex	Mixed
Age	13+
No of students	30
Duration	40 minutes
Instructional methods	Brainstorming
Instructional materials	Collection books of hadith
Reference Book:	Fundamental of Islamic studies
Behavioral Objectives	By the end of the lesson students should be able to :-

I. Explain the concept of Ablution

The holy Qur'an directs Muslims to perform Ablution before offering prayers. Q 5:6. Therefore Ablution become obligatory as preparation of prayers. That is washing with Pure water of those parts of the body which are generally

II. Mention parts of Ablution

Ablution is divided into three(3) parts:

- (a) Obligatory parts
- (b) Sunnahparts
- (c) Recommended parts.

Previous Knowledge	Students have perform ablution with their parent athomeand Mosque
Presentation	Teacher presents the lesson by following steps
Step 1	Teacher listed out certain rule to be followed during the brainstorming session. Example (a) No criticism of ideas (b) Welcoming the large quantity of ideas. (c) Building on what others have suggested
Step 2	Students shall be assigned into group and introduction problems to them.
Step 3	The problem shall be shared into group and each group has leader with necessary material
Step 4	Teacher lets students 5 minutes to brainstorm of the topic given to them
Step 5	Each group leader reads out their finding and teacher put it on the board.
Step 6	Teacher frame correct solution in logical order and excluded wrong one
Conclusion	Teacher concludes the lesson by summarizes the lesson
Evaluation	Teacher evaluates the lesson by ask following question.

1. Define the concept of Ablution
2. Mention three (3) parts of Abluton

**LESSON PLAN FOR ISLAMIC STUDIES BRAINSTORMING INSTRUCTION (ISSBI)
LESSON 4**

Name of school:	GJSSKugu
Name of Teacher:	Isma'il Abubakar
Topic:	Ablution
Sub topic	Obligatory and sunnah parts of Ablution
Group:	Experimental
Class	JSS III
Age	13 years
Sex:	Mixed
Duration:	40 minutes
No of students:	30
Instructional methods:	Brainstorming
Instructional materials:	A chart showing Muslims praying.
Reference book:	Fundamental of Islamic Studies
.Behavioural Objectives:	By the end of the lesson students should be able to
	1. Explain and list obligatory parts of ablution.

Obligatory parts of ablution are seven (7), if someone omit any one of them the Ablution remains incomplete, they are:

(a) Making intention

(b) Washing the face

(c) Washing the feet

(d) Rubbing the head with water, and so on

2. Discuss mention sunnah parts of Ablution.

The sunnah parts of ablution are not compulsory, but

It is better they are performed because the prophet

Had performed them. However if any of such parts is

not performed the ablution shall still be correct but

uncompleted. They are as follows:-

(a) Washing of hands up to wrist

(b) Cleansing of the mouth with water

(c) Inhaling water in the nose and exhaling it again

(d) Wiping the two ears, and so

Instructional Material

Charts contain Muslims washing obligatory and sunnah parts of ablution

Previous Knowledge:

Students have learnt about parts of ablution last class.

Behavioural Objectives: By the end of the lesson students should be able to:-

1. Explain and list obligatory parts of ablution.

Obligatory parts of ablution are seven (7), if someone omit any one of them the Ablution remains incomplete, they are:

(a) making intention

(b) Washing the face

(c) Washing the feet

(d) Rubbing the head with water, and so on

2. Discuss and mention sunnah parts of Ablution.

The sunnah parts of ablution are not compulsory, but

It is better they are performed because the prophet

had performed them. However if any of such parts is

had performed the ablution shall still be corrected but

Incomplete, they are as follows:-

(a) Washing of hands up to wrist

(b) Cleansing of the mouth with water

(c) Inhaling water in the nose and exhaling it again

(d) Wiping the two ears, and so

Instructional Material

Charts contain Muslims washing obligatory and

Sunnah parts of Ablution

- Previous Knowledge: Students have learnt about parts of ablution last class.
- Presentation: Teacher presents the lesson by following steps:-
- Step 1: Teacher assigned students into groups and introduce problems to them. Example group A, B and C
- Step II: The teacher listed the rules to be followed during brainstorming session.
- Step III: The original question is broken into smaller questions and assigned to each group and allow students 5 minute to brainstorm on the topic given to them.
- Step IV: The teacher collect group ideas resulting from the each. Group weather right or wrong and write it on the board.
- Step V: These ideas are then organized into a logical structure by writing the right ones and discarding wrong ones
- Conclusion: The teacher concludes the lesson by summarizing the lesson.
- Evaluation:
1. Explain the concept of obligatory and sunnah parts of Ablution
 2. Mention four (4) obligatory parts of ablution
 3. State four (4) sunnah parts of ablution

**LESSON PLAN FOR ISLAMIC STUDIES BRAINSTORMING INSTRUCTION (ISSBI)
LESSON 5**

Name: of the School:	G.J.S.S Kugu
Name: of the Teacher	Ismail Abubakar
Subject	Islamic studies
Topics	Ablution
Sub topic	Recommended and things that vitiate ablution
Class	JS III
Sex	Mixed
Age	13+
No of students	30
Duration	40 minutes
Instructional methods	Brainstorming
Instructional materials	Collection books of hadith
Reference Book	Fundamental of Islamic studies
Behavioral Objectives:	By the end of the lesson students should be able to: i. Explain the recommended parts of ablution The recommended parts of ablution are those which Are neither obligatory nor sunnah. The prophet performed them most of the time.
	II. List recommended parts of ablution There are many recommended parts of ablution. They as follows:-
Previous Knowledge:	Students have learnt obligatory and sunnah parts of Ablution in Islamic schools and home.
Presentation	Teacher presents the lesson by following steps

Step 1	Teacher listed out certain rule to be followed during the brainstorming session. Example (a) No criticism of ideas (b) Welcoming the large quantity of ideas. (c) Building on what others have suggested
Step 2	Students shall be assigned into group and introduction problems to them.
Step 3	The problem shall be shared into group and each group has leader with necessary material
Step 4	Teacher lets students 5 minutes to brainstorm of the topic given to them
Step 5	Each group leader reads out their finding and teacher put it on the board.
Step 6	Teacher frame correct solution in logical order and excluded wrong one
Conclusion	Teacher concludes the lesson by summarizes the lesson
Evaluation	Teacher evaluates the lesson by ask the following questions. 1. State the meaning of recommended parts of ablution 2. Explain the things that vitiates ablution 3. Mention four (4) things that vitiates ablution

a

b

c

d

LESSON PLAN FOR ISLAMIC STUDIES BRAINSTORMING INSTRUCTION (ISSBI)

LESSON 6

Name of school:	GJSSKugu
Name of Teacher:	Isma'il Abubakar
Topic:	Prayers (Salat)
Group:	Experimental
Class	JSS III
Age	13 years
Sex:	Mixeds
Duration:	40 minutes
No of students:	30
Instructional methods:	Brainstorming
Instructional materials:	A chart showing Muslims praying.
Reference book:	Fundamental of Islamic Studies
Behavioural objective:	By the end of the lesson students should be able to 4. Explain the concept of prayers.

Prayers literally means act of worship.

Technically is one of the pillar of Islam which start with salutation and end with salam (peace) it consist of recitation, bowing, prostration, setting, standing.

- a. Mention different types of prayers

Prayers is categorized into two (2)

Obligatory prayers and non-obligatory prayers

- 5. State the important of prayers

- a sources paradise

- b sources of reward

- c second pillar of Islam

Previous Knowledge: Students have been performing prayers at home

Presentation: Teacher presents the lesson by following steps

Step 1: Teacher assigned students into groups and introduce problems to them. Example group A, B and C

Step II: The teacher listed the rules to be followed during brainstorming session.

Step III: The original question is broken into smaller questions and assigned to each group and allow students 5 minute to brainstorm on the topic given to them.

Step IV The teacher collect group ideas resulting from the each.

Group weather right or wrong and write it on the board.

Step V: These ideas are then organized into a logical structure by writing the right ones and discarding wrong ones.

Conclusion: The teacher concludes the lesson by summarizing the lesson.

Evaluation: Teacher evaluates the lesson by asking the following questions;

I. Explain the concept of prayers

ii. Mention 2 types of prayers

iii. State and explain the important of prayers.

APPENDIX E
CONTROL GROUP
LESSON PLAN FOR ISLAMIC STUDIES CONVENTIONAL METHOD (ISTI)
LESSON 1

Name of the school	GJSS Aba
Name of the teacher	Ismail Abubakar
subject	Islamic Studies
Topic	Prayers
Class	JSS III
Age	14+
Sex	Mixed
Date	
Number of Student	25
Teaching methods	Lecture Methods
Teaching aids	Picture showing of people performing prayers in the mosque
Behavioral objectives	By the end of the lesson, the student should be able to <ul style="list-style-type: none"> i. Explain the concept of prayer ii. . Enumerate the types of prayers iii. List important of prayer
Previous knowledge	The students have experience about prayer since from their parents at home and Islamiyya school.
Introduction	Teacher introduces his lesson by asking student questions based on their previous experience

Presentation	The teacher presents the lesson through the following steps
Step I	<p>Definition of prayers literally means act of worship.</p> <p>Technically is one of the pillars of Islam which start with salutation and end with salam (peace) it consist of recitation, bowing, prostration, setting, standing.</p>
Step II	<p>Types of prayer</p> <p>Prayers is categorized into two (2)</p> <p>Obligatory prayers and non-obligatory</p>
Step III	<p>Mention the Important of prayer.</p> <p>1 sources knowledge</p> <p>2 sources of reward</p> <p>3 second pillar of Islam</p>
Conclusion	Teacher concludes the lesson by summarizing the main point of the lesson
Evaluation	<p>Teacher evaluates the lesson by asking students these questions:</p> <ol style="list-style-type: none"> i. What is prayers ii. How many types of prayers iii. List four important of prayers iv.

LESSON PLAN FOR ISLAMIC STUDIES CONVENTIONAL METHOD (ISTI)

LESSON 2

Name of School:	GJSS Aba
Name of Teacher:	Ismail Abubakar
Subject:	Islamic Studies
Topic:	Ablution
Class:	JSS III
Age:	14+
Sex:	Mixed
Number of Student:	25
Instructional method:	Tradition instruction
Teachings Aids:	Charts showing Muslims performing ablution
Reference Book:	Fundamental of Islamic Studies
Behavioural Objective:	<p>By the end of the lesson students should be able to:</p> <p>(i) Explain the concept of Ablution. The holy Qur'an directed</p> <p>Every Muslims to performed ablution before offering prayers</p> <p>See Q.5:6, therefore, ablution has become obligatory as Preparation of prayers; that is washing with pure water of Those parts of the body which are generally exposed.</p> <p>(ii) State parts of ablution. Ablution is divided into three parts:</p> <ul style="list-style-type: none">a. Obligatory partsb. Sunnah partsc. The recommended parts
Previous Knowledge:	Students have performed ablution at Home and Mosque
Presentation:	Teacher presents the lesson by the following steps:
Step I :	Teacher explains the concept of Ablution
Step II:	Teacher list and explain the parts of ablution

Conclusion: Teacher would summarize the main point of the lesson and give note to copy

Evaluation: Teacher will evaluate the lesson by asking these questions:
a.What is Ablution
b.List and explain the part of Ablution

**LESSON PLAN FOR ISLAMIC STUDIES CONVENTIONAL METHOD (ISTI)
LESSON 3**

Name of School: GJSS Aba

Name of Teacher: Ismail Abubakar

Subject: Islamic Studies

Topic: Ablution

Sub-Topic: Obligatory &Sunnah parts of Ablution

Class: JSS III

Age: 14+

Sex: Mixed

Number of Student: 25

Instructional method: Conventional method

Teachings Aids: Charts showing Muslims performing ablution

Reference Book: Fundamental of Islamic Studies

Behavioural Objective: By the end of the lesson students should be able to:
(i) Explain the concept of obligatory parts of Ablution.
(ii) List the Obligatory parts of Ablution
(iii) Discuss Sunnah Parts of Ablution
(iv) EnumerateSunnah Parts of Ablution.

Previous Knowledge: Students have fully ideas about ablution

Introduction: Teacher introduces his lesson by asking students based on their
Previous knowledge.

Presentation: Teacher presents the lesson by the following steps:

Step I: Teacher explains the concept of obligatory parts of Ablution

The obligatory parts are seven if you omit of them your ablution remains incomplete

Step II:

Teacher list the seven obligatory parts of ablution:

- a. Making intention
- b. Washing the face
- c. Washing the feet
- d. Rubbing the head
- e. Washing two hands and so on

Step III:

Discuss the sunnah parts of ablution, The sunnah parts of Ablution are not compulsory, but it is better they are performed Because the prophet performed them. However if any of such Parts is not performed the ablution shall still be correct but Incomplete.

Step IV:

Teacher Enumerate sunnah parts of ablution

these are:

- a. Washing hands up to wrists
- b. Cleansing of the mouth with water
- c. Inhaling water in the nose and exhaling it
- d. Wiping the two ears and so on

Conclusion:

Teacher would summarize the main point of the lesson and give notes to copy

Evaluation:

Teacher will evaluate the lesson by asking these questions:

- a. What is obligatory and Sunnah parts of ablution?
- b. List the obligatory and Sunnah part of Ablution

LESSON PLAN FOR ISLAMIC STUDIES CONVENTIONAL METHOD (ISTI)
LESSON 4

Name of School:	GJSS Aba
Name of Teacher:	Ismail Abubakar
Subject:	Islamic Studies
Topic:	Ablution
Sub-Topic:	Recommended & things that spoils ablution
Class:	JSS III
Age:	14+
Sex:	Mixed
Number of Student:	25
Instructional method:	Conventional method
Teachings Aids:	Charts showing Spoiled ablution
Reference Book:	Rope of Islamic Studies
Behavioural Objective:	By the end of the lesson students should be able
to:	
	(i) Discuss recommended parts of ablution
	(ii) Highlight recommended parts of ablution
	(iii) Enumerate things that spoil ablution
Previous Knowledge:	Students have ideas about obligatory and sunnah parts
Introduction:	Teacher will introduces the lesson asking students questions
Presentation:	Teacher presents the lesson by the following steps:
Step I :	Discuss recommended parts of ablution
	The recommended parts of ablution are those things which are neither obligatory nor sunnah, the prophet performed them most of the time
Step II:	Teacher highlight recommended parts of ablution
	There are many recommended parts of ablution these are:
	a. Saying Bismillah at the beginning

- b. Brushing the teeth before rising the mouth
- c. Observing silence during ablution
- d. Washing every part three times and so on

Step III:

Enumerate things that spoils ablution

Ablution is weakened by the occurrence of any one of the following:

- a. A deep sleep
- b. Unconsciousness
- c. Doubt on whether the ablution is spoil or not
- d. Touching the private parts of one's body and so on

Conclusion:

Teacher would summarize the main point of the lesson

Evaluation:

Teacher will evaluate the lesson by asking these questions:

- a. Discuss the recommended the parts of ablution
- b. Mention four things that spoil ablution

LESSON PLAN FOR ISLAMIC STUDIES CONVENTIONAL METHOD (ISTI)

LESSON 5

Name of the school	GJSS Aba
Name of the teacher	Ismail Abubakar
subject	Islamic Studies
Topic	Prayers
Class	JSS III
Age	14+
Sex	Mixed
Date	
Number of Student	25
Instructional methods	Lecture Methods
Instructional materials	Picture showing of people performing prayers in the mosque

Behavioral objectives	By the end of the lesson, the student should be able to <ul style="list-style-type: none"> iv. Explain the concept of prayer v. . Enumerate the types of prayers vi. List important of prayer
Previous knowledge	The students have experience about prayer since from their parents at home and Islamiyya school.
Introduction	Teacher introduces his lesson by asking student questions based on their previous experience
Presentation	The teacher presents the lesson through the following steps
Step I	Definition of prayers literally means act of worship. Technically is one of the pillar of Islam which start with salutation and end with salam (peace) it consist of recitation, bowing, prostration, setting, standing.
Step II	Types of prayer Prayers is categorized into two (2) Obligatory prayers and non obligatory
Step III	Mention the Important of prayer. <ul style="list-style-type: none"> 1 sources knowledge 2 sources of reward 3 second pillar of Islam
Conclusion	Teacher concludes the lesson by summarizing the main point of the lesson
Evaluation	Teacher evaluates the lesson by asking students these questions: <ul style="list-style-type: none"> v. What is prayers vi. How many types of prayers vii. List four important of prayers viii.

LESSON PLAN FOR ISLAMIC STUDIES CONVENTIONAL METHOD (ISTI)

LESSON 6

Name of school:	GJSS Aba
Name of Teacher:	Isma'il Abubakar
Topic:	Prayers (Salat)
Group:	Experimental
Class	JSS III
Age	13 years
Sex:	Mixeds
Duration:	40 minutes
No of students:	30
Instructional methods:	Brainstorming
Instructional materials:	A chart showing Muslims praying.
Reference book:	Fundamental of Islamic Studies
Behavioural objective:	By the end of the lesson students should be able to

1. Explain the concept of prayers.

Prayers literally means act of worship.

Technically is one of the pillars of Islam which start with salutation and end with salam (peace) it consist of recitation, bowing, prostration, setting, standing.

- a. Mention different types of prayers

Prayers is categorized into two (2)

Obligatory prayers and non-obligatory prayers

- 2. State the important of prayers

- a sources paradise

- b sources of reward

- c second pillar of Islam

Previous Knowledge: Students have been performing prayers at home

Presentation: Teacher presents the lesson by following steps

Step 1: Teacher assigned students into groups and introduce problems to them. Example group A, B and C

Step II: The teacher listed the rules to be followed during brainstorming session.

Step III: The original question is broken into smaller questions and assigned to each group and allow students 5 minute to brainstorm on the topic given to them.

Step IV The teacher collect group ideas resulting from the each.

Group weather right or wrong and write it on the board.

Step V: These ideas are then organized into a logical structure by writing the right ones and discarding wrong ones.

Conclusion: The teacher concludes the lesson by summarizing the lesson.

Evaluation: Teacher evaluates the lesson by asking the following questions;

I. Explain the concept of prayers

ii. Mention 2 types of prayers

iii. State and explain the important of prayers.

APPENDIX F
PRE-TEST INSTRUMENT

Islamic Studies Achievement Test (ISAT)

Gender M [] F []

Time 40 minutes

From question 1 – 15 tick against the appropriate answer.

1. Washing the feet is (a) recommended (b) sunnah (c) compulsory (d) not necessary.
2. Hadith is divided into (a) 2 (b) 3 (c) 4 (d) 5
3. The second source of Islamic Law is (a) Qur'an (b) Tafsir (c) Costan (d) Hadith
4. Which of the following is exempted from prayer? (a) unconscious person (b) menstruation women (c) A & b, (d) a only
5. To omit saying "bismillah" at the beginning of ablation. (a) spoils the ablation (b) does not affect it (c) is better to say it when remembered (d) makes ablation stronger
6. The two words And sunnah are frequently used interchangeably (a) sirah (b) isnad (c) hadith (d) qur'an
7. Salat makes ones closer to (a) Allah (b) prophet (c) companions (d) scholars
8. Which of the following is not recommended part of ablution (a) maintaining sequence (b) washing every part three times (c) facing qiblah (d) performing ablation in mosque
9. Sermon of Friday is delivered salat (a) after (b) before (c) when Imam come (d) if people sited
10. Hadith may be collected directly from the prophet himself or from his (a) children (b) contemporaries (c) companion (d) neighbors
11. All these prayers can reduce if you are an journey except. (a) subh (b) zuhr (c) asr (d) isha'i
12. Which of the following is not among hadith reporters? (a) Buhari (b) Tirmidzi (c) muslim (d) zubair
13. In congregational prayers women (a) are not allowed in mosques (b) should stand behind men (c) can join men's row anywhere (d) can led prayer
14. ----- is the second pillar of islam (a) zakkah (b) fasting (c) salat (d) hajj
15. All the following are vitiate salat except (a) eating (b) drinking (c) smoking (d) Short recitation

From question 16-20 choose true or false

- 16. All things that vitiate ablation are vitiate prayer. True or false
- 17. Five obligatory daily prayers have total number of 17 units. True or false
- 18. Abu-harairah has highest number of hadith. True or false
- 19. Hadith is only saying of prophet moh`d true or false
- 20. Salat can divide into two true or false

Section B

This section made up of ten (10) questions. Fill the space with the correct answer. State three (3) important of hadith.

- 21. _____
- 22. _____
- 22. _____

Mention four (4) obligation prayers

- 23. _____
- 24. _____
- 25. _____
- 26. _____

Enumerate three (3) things that vitiate ablution

- 27. _____
- 28. _____
- 29. _____

APPENDIX G
POST-TEST INSTRUMENT

Islamic Studies Achievement Test (ISAT)

Gender M [] F []

Time 40 minutes

From question 1 – 15 tick against the appropriate answer.

1. Washing the feet is (a) recommended (b) summary (c) compulsory (d) not necessary.
2. Hadith is divided into (a) 2 (b) 3 (c) 4 (d) 5
3. The second sources of Islamic Law is (a) Qur'an (b) Tafsir (c) Costan (d) Hadith
4. Which of the following is exempted from prayer? (a) unconscious person (b) menstruation women (c) A & b, (d) a only
5. To omit saying "bismillah" at the beginning of ablation. (a) spoils the ablation (b) does not affect it (c) is better to say it when remembered (d) makes ablation stronger
6. The two words And sinnah are frequently used interchangeably (a) sirah (b) isnad (c) hadith (d) qur'an
7. Salat makes ones closer to (a) Allah (b) prophet (c) companions (d) scholars
8. Which of the following is not recommended part of abluion (a) maintaining sequence (b) washing every part three times (c) facing qiblah (d) performing ablation in mosque
9. Sermon of Friday is delivered salat (a) after (b) before (c) when Imam come (d) if people sited
10. Hadith may be collected directly from the prophet himself or from his (a) children (b) contemporaries (c) companion (d) neighbors
11. All these prayers can reduce if you are an journey except. (a) subh (b) zuhr (c) asr (d) isha'i
12. Which of the following is not among hadith reporters? (a) Buhari (b) Tirmidzi (c) muslim (d) zubair
13. In congregational prayers women (a) are not allowed in mosques (b) should stand behind men (c) can join men's row anywhere (d) can led prayer
14. ----- is the second pillar of islam (a) zakkah (b) fasting (c) salat (d) hajj
15. All the following are vitiate salat except (a) eating (b) drinking (c) smoking (d) short recitation

From question 16-20 choose true or false

- 16 All things that vitiate ablation are vitiate prayer. True or false
- 17 Five obligatory daily prayers have total number of 17 units. True or false
- 18 Abu-harairah has highest number of hadith. True or false
- 19 Hadith is only saying of prophet moh`d true or false
- 20 Salat can divide into two true or false

Section B

This section made up of ten (10) questions. Fill in the space with correct answer.

State three (3) important of hadith

- 21 _____
- 22 _____
- 23 _____

Mention four (4) obligation prayers

- 24 _____
- 25 _____
- 26 _____
- 27 _____

Enumerate three (3) things that vitiate ablution

- 28 _____
- 29 _____
- 30 _____

APPENDIX H

ANSWER TO ISLAMIC STUDIES ACHIEVEMENT TEST (ISAT)

- 1 A
- 2 B
- 3 D
- 4 A
- 5 B
- 6 C
- 7 A
- 8 D
- 9 B
- 10 C
- 11 A
- 12 D
- 13 B
- 14 C
- 15 D
- 16 FALSE
- 17 TRUE
- 18 TRUE
- 19 FALSE
- 20 TRUE
- 21 SOURCES OF KNOWLEDGE
- 22 SOURCE OF HISTORY
- 23 INTERPRET QUR`AN
- 24 SUBH
- 25 ASR
- 26 MAGRIB
- 27 ISHA`I
- 28 UNCONSCIOUSNESS
- 29 DEEP SLEEP
- 30 TOUCH PRIVATE

APPENDIX I

POPULATION OF THE STUDY

s/no	Name Of Schools	Population of students		TOTAL
		M	F	
1	Alhuda-Huda Collage	775	-	775
2	Barewa Collge	1372	-	1372
3	Kufena Collage	317	-	317
4	G.G.J.S.S Zariya(W.T.C)	-	675	675
5	G.S.S K/Gayan	-	1428	1428
6	G.J.S.S Dakace	572	429	1001
7	G.J.S.S Kugu	476	142	609
8	G.J.S.S T/Jukun	577	518	1093
9	G.J.S.S K/Kuyambana	567	502	1069
10	G.J.S.S Gyelesu	700	367	1076
11	S.I.A.S.S. K/Karau(B)	522	613	1135
12	G.J.S.S T/Wada	612	1156	1769
13	G..J.S.S Mangi	123	24	147
14	G.J.S.S R/Doko	1551	1353	2904
15	G.J..S.S K/jatau	350	419	769
16	G.J.S.S Aba	124	21	145
17	G.J.S.S Magajiya	778	254	1032
18	G.J.S.S Zariya	968	-	968
19	G.G.J.S.S Pada	-	1335	1335
20	G.J.S.S. K/Doka	1377	1053	2430
21	G.J.S.S Bogari	230	62	292
22	Commercial Collage	129	103	232
23	G.J.S.S Likoro	114	41	115
24	G.J.S.S Chindit(A)	1165	-	1165
25	G.G.J.S.S Chindit(B)	-	821	821
26	G.J.S.S Chikaji	559	627	1186
27	G.J.S.S Aminu	1059	649	7007
28	G.J.S.S Mucciya	954	678	1632
29	G.G.J.S.S D Bauchi	-	1711	1711
30	GJSS Awai	166	67	233
31	GJSS Dinya	241	75	316
32	GJSS Richifa	224	51	275
33	GJSS Yakasai	179	69	248
34	GJSS Gimba	232	111	343
35	GJSS Matari	123	24	147
36	GJSS T/ Saibu	572	229	801
37	GJSS Kinkiba	226	28	254
38	SIASS K/Karau (B)	191	31	222
	TOTAL	18,305	22,185	40,490
	(M+F)			

SOURCE: ZARIA EDUCATION ZONE (2015).