EFFECT OF NON-PROJECTED VISUALS ON JUNIOR SECONDARY SCHOOL STUDENTS' PERFORMANCE IN ISLAMIC STUDIES IN DAWAKIN-TOFA, KANO STATE, NIGERIA

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OCTOBER, 2015

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M.ED/EDUC/3950/2011-2012

A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY

SUPERVISORY COMMITEE

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OCTOBER 2015

DECLARATION

I, Bello, Ibrahim Abubakar, hereby declare that this research work entitled: 'Effect of Non-Projected visuals on the JSS students' Performance in Islamic-studies in Dawakin-Tofa in Kano State, Nigeria**."** was written by me and submitted to the Department of Educational Foundation and Curriculum, Ahmadu Bello University, Zaria under the guidance and supervision of Professor. M. Abdullahi and Dr. A. A. Dada, lecturers in the Faculty of Education Ahmad Bello University, Zaria.

All quotations and sources of information are duly acknowledged by means of references and bibliography in this work.

_____ _____

Bello, Ibrahim Abubakar Date

CERTIFICATION

This research thesis titled "Effect of Non-Projected visuals on the JSS students' Performance in Islamic-studies in Dawakin-Tofa in Kano State, Nigeria." By BELLO, Ibrahim Abubakar has been read and meets the regulations governing the award of the masters in Education Instructional Technology, Ahmadu Bello University Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to my beloved Mother Hajiya Nana Fatima Abubakar Didare Dawakin-Tofa, for her support throughout my life and in the course of my study.

ACKNOWLEDGMENT

First and foremost, I expressed my profound gratitude to Allah (S.W.T) the Omnipotent, most Gracious and most Merciful for giving me this golden opportunity to carry out this research work successfully. May all praises be endowed to Him, the most High.

My tremendous appreciation goes to my experienced and accommodating supervisors, Professor M. Abdullahi and Dr. A. A. Dada for their guidance, tolerance, patience and suggestions throughout the period of this thesis, despite their tight schedules. I give my deep gratitude to Dr. B. Maina my lenient and approachable Head of Department for his tireless effort in ensuring this research work a successful one. May the Almighty Allah bless them abundantly. It becomes necessary for me to express my utmost gratitude and appreciation to Prof. A. K Tukur, Dr. S. A. Zubair, Dr M. O. Ibrahim and Mal. S. Muhammad for their guidance, encouragement and valuable suggestions toward the success of this research work.

I am aspired to the course as a result of the effort of my lecturers in the past, Mal Yahya Buhari then in FCE Pankshin, Dr. Rabi'atu Jibrila Muhammad Provost FCE Kano and Dr. Abdullahi I. Barde Chief Lecturer FCE Kano. Their effort in the Instructional technology made my dream to become through, may they lived long and continue to serve humanity.

I must expressed my deep gratitude to my beloved late-Father Alhaji Abubakar Bello and brothers in persons of Engr. Ali Abdullahi (Sarkin-Fulanin Tattarawa,), Alhaji Haruna Garba Bello, Muhammad Sulaiman and Umar Abubakar Bello Yaya Khadijah, Yaya Binta for their moral support and constant prayer toward the success of this thesis. I express special appreciation to my lovely and caring wives Fatima Sani Ishaq (Batulana), Murjanatu Sani Getso (Yafendona) and Hussaina Rabiu Sulaiman Kura (Sahibatul-Qalby) for their patience, encouragement and understanding during the painstaking period of this study, may Allah live us together here and thereafter.

Worthy of mention my close friends in person of Usman Hashim Kankia, Sulaiman Abdullahi Adam, Bashir Aminu Zakari, Ibrahim Halilu among many others. Finally, to all those names are not mentioned here, I really appreciate all your contributions in one way or the other.

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OPERATIONAL DEFINITION OF TERMS

- **Academic Performance**: This can be describing as the outcome or an extent to which student, achieve their Islamic studies academic performance test in other words is called as academic achievements test outcomes.

- **Rural Schools**; in this study, rural schools are schools located where is consider as rural area this research, that is outside local government headquarters.

- **Urban Schools**; these are schools located within local government headquarters.

- **Non-projected Visual Resources**: This refers to instructional materials that we can see but not heard such as charts, photographs, and models used for illustration purposes during teaching the experimental groups.

- **Utilization**; it is a process of handling and application of instructional materials in the class room or after the class session.

- **Gender:** This refers to the natural and physical of being male or female genders.

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List of Abbreviations

- APT- Academic Performance Test
- CAI- Computer Assisted Instruction
- CDS - Computer Discs
- NTI- National Teachers Institute
- N.P.E- National Policy on Education
- NECO- National Examination Council
- KERD -Kano Educational Resources Department
- SPSS- Statistical Packages for social sciences
- VR- Visual Resources
- WAEC- West African Examination Counsel

ABSTRACT

This study investigated the "effect of non-projected visuals on the JSS Students' Performance in Islamic-Studies in Dawakin-Tofa in Kano State, Nigeria." Three objectives, research questions and hypotheses were raised based to guide the study Related literatures were reviewed based on the research topic, and all the authors cited in the literatures were duly acknowledged in the reference. The study adapted quasi-experimental design using pre-test post-test non equivalent control group. Experimental group received experimental treatment using non-projected visual resources while control group received conventional method without the material at all. A sample size of 240 students was selected randomly from a population of 8979 secondary school student from 21 secondary schools in Dawakin Tofa. Using intact class from six schools, 122 experimental and the other 118 were for control group. Islamic Studies Achievement Test developed by the researcher and validated by expert guided in data collection, Research questions were answered using Mean and Standard Deviation while t-test statistic at 0.05 confidence levels was used in testing null hypotheses raised. From the result of findings, it was confirmed that, there is significant difference in the academic performance scores of Islamic Studies Students exposed to non-projected visual resources and those taught the same concept just using conventional method. Subjects in the experimental group perform better than control group. The result obtained further revealed that there is no significant difference in the performance of the subject exposed to non-projected visual resources in the rural and urban area as well as among male and female students. Based on the findings of this study, it was recommended that the use of non-projected visual resources in teaching Islamic studies in school should be encouraged by Federal Ministry of Education, and State Ministries of Education, through organizing seminars and workshops to teachers on utilization of non-projected visual resources in teaching and to provide non-projected visual materials for teaching Islamic studies particularly in junior Secondary Schools of the Federation among others.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The use of educational resources is aimed at maximizing the employment of these five senses in any communication or teaching-learning situation. This promotes effective understanding of the message that is being communicated. Based on the National Policy on Education (FRN, 2004), the policy has the objectives of enhancing learning and improving the competence of teachers and also making learning more meaningful for children. According to the policy, the application of educational technology is to develop and promotes an effective use of innovative materials in the classrooms. This also permits teachers and the learners to interact as human beings in a climate where people control their environment for their own purpose.

There are various types of educational resources that are appropriate for teaching and learning Islamic studies. Scholars have grouped or classified educational resources in various ways. For example, Jibril (2005) classified them into four: projected and non-projected, hardware and software, printed and non-printed and small media and big media. Zubairu (2009) classified them into two: Visual materials and Audio-Visual materials. Abolade (2006) also classified educational resources using sensory modalities. He named his Taxonomy as; audio learning and instructional materials, visual learning and instructional material, audio-visual materials and community resources. In this study therefore, emphasis is placed on the non-projected visuals component is under the visual learning instructional materials of educational resources in teaching and learning Islamic studies based on the following reasons:

Non-projected visual resources are not only locally available, they are also not expensive. They are not only readily available, resourceful and committed teachers and students can readily produce the materials. They elicit the creativity and resourcefulness of both teachers and their students. They do not depend so much on electricity for their operation and utilization by the teachers and students. They make the learner to participate actively in the teaching-learning process. They give greater meaning or visual illustration to rather abstract or complex concepts.

Non-projected visual resources are therefore, used in the teaching and learning process for the following reasons; To concretize the context or what is being thought to the understanding level of the learner. To make what is being thought very real to the learner, and to arouse their curiosity and interest. They make teaching easier and more effective for the learner. They enhance remembrance and reaction on the part of the learner. They enable students acquire experience and knowledge that they would otherwise not have appreciated and understood by mere teachers explanations. They save the teachers' time which may be employed usefully in other activities. The resources pleasantly accommodate the different learning behaviors of the learners or their individual differences.

Non-projected visual displays are the backbone of the whole range of the classroom visual materials. Remember the adage that says "no impression without expression". The inexperienced teachers often regard non-projected visuals displays as second rate visual materials in view of the glamour attached to films radio, computer and television.

This visual materials serves allot in the classroom settings. They require no electrical power or light source. They are in various shapes, size and colors. Also they can be easily procure or made by the teacher, and are easily adapted to the requirement of any subject. Finally amendment and alteration of non-projected materials presents fewer difficulties than projected materials. The visual displays include educational boards, chalkboard, notice boards, Formica boards, magnetic boards, the research focuses on the production and the utilization of non-projected visuals especially pictures, diagrams, charts, graphs, maps, flash-cards and boards. This is the most commonly used non-projected visuals displays.

However, Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels. Government shall strive to eradicate illiteracy; and to this end shall when practicable provides free compulsory and universal primary education, free secondary education, and free university education as well as free adult literacy programmed. It has been found that, only in Kano during the former government which made education free for all, from primary to tertiary levels. Many others state and the federations were not having the attitudes of the free education. The national Policy on women Education, section 6.1.3 submits

that: “for (the) Nigerian women to enjoy full benefits of contemporary living, they require basic education to contribute meaningfully to the development of the country. Government shall in this regard increase girls and women‘s participation in education irrespective of their location and circumstances (Eta 2000).

Therefore, it can be said that, the main focus of government education agenda is to bring about optimal development of its human resources, which, put in another word, is a viable source of human capital. This investment however will not be complete without women education. James Aggrey cited by NCCE (1998). If you educate a man you educate an individual, but if you educate a woman you educate a family, that is a nation. The bane for women education in Nigeria is entrenched in the nation’s new national policy on education which states that: with regards to women education special efforts will be made by ministry of education and local government authorities in conjunction with ministries of community development social welfare and of information to encourage parents to send their daughters to school (FRN, 1998: 14).

The tacit reference made to women education in the national policy on education is contained in the primary education section of the document. It must be observed here that no further reference was made to the provision of women education in this all important document on education. Nagees (1995) opined that the absence of a policy statement on women education as reflected in the National Policy on Education (NPE), makes the NPE fall short of women expectations and it amounts to a total disregard for that section of the population in this country.

The plight of women, in terms of education is further compounded by the negative attitude of parents toward female education. Some parents are usually reluctant to send their girl child for formal education especially to higher levels like their male counterpart. Another problem closely related to this is the reluctance to acquire western education and misunderstanding on the part of the girls themselves about the values of the acquisition of formal education. In education, equity means equal access to good schooling. According to Ocholi (2002), geography (in term of location) and families’ relative wealth have been discovered to also affect equity. For example, in Nigeria, in the last few years, the regression (toward male-female

education in balance) in basic education is reflected in the fact that the net enrolment rate of girls in primary school is lower than the female literacy rate.

As regards to student's academic performance based on location, the research considers the relationship between school location and student academic performance in Islamic studies has been widely reported. The main focus of this sub section is to look into public secondary schools both in urban and rural areas to observe the common differences that are portrayed. Some of the difference include: access to secondary education, performance and socioeconomic status.

The term urban refers to the city and rural is the village or areas outside the city. The differences between urban and rural areas are categorized in terms of economic activities, Occupations, education level, access to in infrastructure, population, politics, nationality and migration and it has concluded that urban areas benefits from all these dimensions (Hu 2003). Urban areas, in other words, have higher levels of economic activities particularly in manufacturing, construction and services; greater access to infrastructure and higher educational levels whereas rural areas are vital in economic activities especially in agriculture and farming but less access to infrastructure and lower educational levels. In terms of school access and performance urban schools are more efficient than rural ones. While urban schools are usually staff with enough well-trained teachers, schools located in remote rural areas often find it difficult to recruit and retain qualified teachers (Zhang 2009). Public urban secondary schools have an advantage of adequate and qualified teachers, more learning material and physical resources, unlike the rural ones. Socio-economic and family status, which is regarded as one of most significant inputs affecting student achievement, measures family income and education level (Walberg, 1991). On the other side urban dwellers enjoy better quality education, occupation, income, and public services, therefore, a higher socioeconomic status.

1.2 Statement of the Problem

Recent educational research work had shown that the teacher mode of presentation of various instructional concepts affects student's performance. Bonwell and Eison (1996) affirm that the problem of poor school performance was generally caused by poor method of teaching and the use of teaching materials. A close look at the way Islamic studies subject is taught in Nigerian schools involves the use of the

traditional lecture methods approach (Akinsete 2007). Conventional method teaching is the process of transmission knowledge from teacher to students (Rhodes & Bellamy, 1999). Zubairu (2009) pointed out that in most of our schools it was always teacher talk and chalkboard method of instruction. This shows lack of appropriate and adequate application of educational technology that brings about maximum and noticeable effectiveness in teaching and learning process.

The researcher has taught for a number of years in some secondary schools in Dawakin-Tofa had visited a number of secondary schools as a resources person, through these different experiences, the researcher made these observations that most of the teachers in the secondary schools do not properly make use of instructional materials like non projected visual resources in the teaching their students especially Islamic studies subject. This negligence in the effective use of the instructional facilities and materials in teaching and learning Islamic studies by trained and untrained teachers has really affected the performance of students in Dawakin-Tofa junior secondary schools. However, the desire to embark on this research study started from observed problem of poor academic performance of junior secondary schools students in Islamic studies in Dawakin-Tofa junior secondary schools.

It is in the view of the above problems; the researcher intended to find out the solution these problems with regards application teaching aids particularly Non-projected visual resources.

1.3 Objectives of the Study

The following are the objectives of this study:

(i) Examine the effect of non-projected visual resources in learning Islamic Studies on the academic performance of students.

(ii) Find out whether differences exist between academic performance of male and female students who are exposed to non-projected visual resources in learning Islamic studies,

(iii) Examine the effects of non-projected visual resources in learning Islamic Studies on the academic performance of junior secondary schools students from urban and rural areas.

1.4 Research Questions

The study sought to provide answer to the following research questions:

i) What is the difference between the academic performance of students taught with non-projected visuals and those taught without non-projected visual resources in learning Islamic Studies?

ii) What is the difference between the academic performance of male and female students who are exposed to non-projected visual resources used in learning Islamic studies?

iii) What is the difference between the academic performance of students taught with non-projected visual resources located in the urban area and that of those in the rural area in learning Islamic Studies**?**

1.5 Hypotheses

The study is guided based on the following null hypotheses:-

i. There is no significant difference between the academic performance of students taught with non-projected visual resources and those students taught without non-projected visual resources in learning Islamic studies**.**

ii. There is no significant difference in the academic performance of male and female students taught with of non-projected visual resources in learning Islamic studies.

iii. There is no significant difference between the academic performance of students taught with non-projected visual resources in Islamic studies located in urban and rural area, in JSS in Dawakin-Tofa Local Government Area of Kano state**.**

1.6 Basic Assumptions

The study has the following underlying assumptions:

(i) The students in both experimental and control group uses the same Curriculum of Islamic studies in Junior Secondary Schools in Dawakin-Tofa Local Government Area of Kano state**.**

(ii) Its assume that both male and female students are exposed to non-projected visual resources in learning Islamic studies in Junior Secondary Schools in Dawakin-Tofa Local Government Area of Kano state**.**

(iii) It is assume that both students in the urban and rural areas are exposed to non-projected visual resources in learning Islamic studies, in Junior Secondary Schools in Dawakin-Tofa Local Government Area of Kano state**.**

1.7 Significance of the Study

This study will be useful to students, teachers, parent, and professionals development bodies in education and curriculum planners in the following ways;

The study will benefit the teachers on how to make effective use of non-projected visual resources in their teaching activity. The study will expose the teachers to the use of Non-projected visuals in such a manner that would awaken their interest and enthusiasm.

Students will hopefully benefit from this study in improving their academic performance when instructional materials like non-projected visual resources in teaching and learning of Islamic studies. The study will expose them to the benefits of the use of Non-projected visual resources in the learning of Islamic studies.

The study may also provides very useful information to the ministry of education, government, and other educational authorities and agencies to provides interventions so as to promotes the use of non-projected visuals when teaching Islamic studies and others subjects in general. It will facilitate their decision making process in terms allocation and procurement of Non-projected visual resources for effective teaching and learning in Islamic studies.

The study will also serve as resource materials for those who may wish to embark on similar research work. It will provide them with information which widen their understanding as for the use of Non-projected visual resources is concerned.

1.8 Scope of the Study

This research work is on the effect of non-projected visuals on the JSS students' performance in Islamic studies in Dawakin-Tofa in Kano State, Nigeria. It also examine whether differences exist between academic performance of male and female students who are exposed to non-projected visual resources in learning Islamic studies, in Dawakin-Tofa Local Government Junior Secondary Schools in Kano State.

Find out the effects of utilization of non-projected visual resources in learning Islamic studies on academic performance of junior secondary school students from urban and rural areas, in Dawakin-Tofa Local Government Kano State. Conceptually, the study delimited to areas of assessing, Islamic study covering Hajj, its history, pillars, steps and categories or kinds of hajj.

Conventional learning methods were also follows together with the conventional students, classroom instruction that is based on lecturing, recitation and readings assignments. Although these setting may includes pair work and given assignment to the conventional students Islamic studies subject.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the review of related literature focuses on the following sub-topics: conceptual overview of non projected visual resources, different types of educational resources, importance of using non projected visual resources in teaching, performance of students in Islamic studies, empirical study and summary.

2.2 Conceptual Framework

The concept of educational resources as use in this study refers to learning and instructional media that a teacher uses to pass information to the learners in the class. The concept educational resources according to Abolade (1999), described resources as human and non human material, support or aids that a teacher uses to pass information to the learners in his or her class. He further explains that educational resources are those resources that are use to help the student and teachers. Benedict (2005) view educational resources "as a device or equipment which normally used to transmit information between persons."

Jacob (1999) also states that educational resources constitute primary tools in the hands of the teacher for effective teaching in the classroom. Also Zubairu (2009) cited in Abdullahi (1997), refers educational resources as anything that carries information from a person or group of persons to another person or group of persons. In other words he refers it to anything that caries information from a source of communication to a receiver of the communication. The concept educational resources is therefore, refers to anything will use as a media of communication, when they are used to carry message with an instructional content. Adewoyin (2009) describes educational resources as "channels through which message, information, ideas and knowledge are conveyed and disseminated. They are the tools or instruction through which stimuli can be passing or obtained.

Ogunranti (1991) also gave a general description of educational resources "as collection of material and equipment that can be used effectively for communication. They includes; non projected and projected resources, hard ware and soft ware, print and none printed and as well as little and big media." This view has taken care of almost categories of media. And it has given the first form of classification of media. Educational resources are those which are manipulated, seen heard about plus the instrument which facilitate such activity.

2.2.1 Types of Educational Resources

There are a wide variety of educational resources available for anyone who wishes to learn more about a particular subject. Teachers often use educational resources for professional development and as extra instruction for their students. Parents also provide their children with educational books to increase the child's reading ability and to expand vocabulary levels. Students often need a variety of resources in order to complete projects for school. Some of the most common educational resources include educational workshops and conferences, after-school programs, videos, books, and the Internet.

Teachers often turn to educational workshops and conferences to expand their knowledge on the subjects that they teach. Many professional organizations offer conferences on at least a yearly basis where teachers can attend a variety of sessions related to his or her field. For example, the National Council of Teachers of English holds an annual conference in a different city each year for its members where teachers can attend sessions, participate in round-table discussions, and receive a wide variety of complementary materials and new instructional aides. Teachers are also able to network at these events in order to create educational partnerships and share best practice. There are also home school conventions held each year where parents can learn more about effectively teaching children in the home and new materials that are available.

In regards to educational resources, Khan (2015) says; After-school programmes are also another form of educational resource. In the United States, for example, most counties within each state have a Parks and Recreation department that offers a variety of programs for all citizens. These programs include everything from sports to art classes, from stargazing to educational trips. Most classes include a small fee and change based on the season of the year. Some school systems even offer their own after-school programs for kids, from a homework club to a sports and recreation time. Educational videos and programs on a wide variety of subjects can be both rented and purchased. Many teachers use videos in the classroom to provide their students with a visual and auditory experience to enhance what they have already learned in the classroom. Many channels on television also offer specialized programming in a wide range of subject areas. In addition, there are a number of Internet sites that offer educational videos for use both in and out of the classroom.

Books are the most common educational resource, as most people grow up with textbooks for each class and use books to research in the library. When children read books or have books read to them, they are able to improve their speaking, writing, and listening abilities. Fostering a love of books at an early age can help people to increase their literacy skills throughout their lifetime. Books can be found on practically any subject and in a variety of reading levels. The local library is a great place to find books that can be used as educational resources for people of all ages.

The Internet is an excellent source for a variety of educational resources, including e-books, videos, workshops, and more. Through the Internet, people can gain instant access to millions of different educational websites that are based from all over the globe. Videos are one of the most widely used educational resources found on the Internet, as they connect with several different types of learning styles. A simple online search can lead the user to a multitude of learning options. Instructional materials or resources are available from many sources. Modern education faces lot of problems. The attempts at solving these problems, which involve the use of, organized combination utilization of people, materials facilities, equipment and procedures to achieve the desired instructional materials, instructional media and educational media virtually mean the same thing. They all involve media materials derived from communication revolution, which can be used to promote teaching learning process (Heinich 2002)

Alesandrini, K. C. (1994) suggested that instructional materials could be classified into:

Visual material-such as picture, diagrams buildings, projectors, teachers themselves(s), chart, real objects (regalia) studies etc. these materials such as books, newspapers journals, magazines, pamphlets, handout or NTI modules were also involved.

Audio materials – such as tape recording cassette, cartridge, radio, dice, tablature, teleconferencing, language laboratories, teacher's voice. They appeal to the sense of hearing. Audio-visual materials which include television, video recording motion pictures with sound tracks, slide and films trips projection with sound tapes, films and multimedia. They appeal to both sense of hearing and sight. Materials/software includes graphic materials, printed materials, slide, filmstrips, overhead transparency, tapes cassettes, and motion pictures.

Equipment/hardware: examples include: black boards, tape recorders, projectors and video recorders. They are used in presenting materials, static or display such as chalkboard, flannel graph, flip charts, magnetic board are also used in presenting materials or lectures. Electronics comprises of radio, computer, e-mail, and multimedia. These teaching materials makes teaching and learning process more easy and concrete.

Non-projected media include books and other printed materials, objects, specimens, Models mock-up, graphical materials bulletin boards that exhibit in the black boards, buildings, field trips simulation and games. Two-dimensional instructional materials include flat pictures, graphs, chat, diagrams posters, conics, cartoons, slides, films, trips and films. They are also non-projected materials with characteristics of being flat and light and may be either in opaque or transparent form. They have length but no height; hence they are 2 dimensional aids. Three-dimensional institutional materials include: models, mock up objects, specimens, laboratories, simulation and games. They are non-projected materials. Characteristically, they have length, breath, height; hence they are called 3 dimensional.

Instructional materials generally make the teaching process easier. However in order to appreciate the importance of instructional materials in the teaching-learning process, Heinich (2001) consider the reasons for using them. They include helping: Gain and hold the attention of the learner, Provide visual aspects to a process or techniques, Focus attention on highlight of key points, Create impact, Facilitate the understanding of abstract explanations, Provide a common framework of experience to a large number of learners and Stimulate reality.

With this, instructional resources help to concretize the learning process. Heinich, (2006) stated that the value of audio-visual materials is function of their degree of realism. The authors arranged various teaching methods in a hierarchy of greater abstraction beginning with the total situation and culminated in words at the top of the hierarchy. These include words, diagram, maps, flat pictures, slide, films, models and objects. For this, total situation involves much concreteness of the teaching-learning situation. Words only convey little or no concreteness in the teaching-learning process. In effect, the type of instructional materials used depends on what the tutor wants to demonstrate; for instance, the reasons for media is to create clear idea of something e.g. real object (regalia) models as to give visual access to something this may be inaccessible to clarity abstract information which may be

difficult to communicate verbally. Examples are mo picture, photo, posters and diagrams, condense large qualities of information e.g. diagram and handout, promote mental activities of students; examples are handout, textbooks, films and picture, teaches language pronouncement e.g. audiotapes and support work of the tutors e.g. sound recordings.

Daramola (2012) stating different subject at different levels in the educational system shows that instructional materials, used by tutors serve to concretize abstract concepts and ideas. They make learning more interesting, more real and lively. At all level of education, instructional materials are very important in the attainment of desired goal and objectives. The traditional chalkboard method of teaching involves only the learning sense of hearing and the easily lose of interest after some time. However, the utilization of instructional materials in teaching and learning situation involves not only the sense of hearing but also the sense of sight and touches, looking at educational practices. For this reason, it was concluded that instructional materials ensure more effective learning since the leaner not only hears but also sees and does. Instructional materials play a very big role in teaching and learning process because it helps the tutors to provide his students with meaningful sources of information, help the tutors by providing him with means of wildering his students of information, being experts with learning resources in the classroom, allow members of a group or class to share equally the same teaching experience and provide the tutors means of exposing the students to a wide range of learning activities.

Okwudiba, Nnoli (2005) highlighted the function of instructional materials in the promotion of learning that instructional materials can Provide increased interest in learning, hold the leaner's attention, provide the leaner with opportunities of interacting with their social and physical environment (excursion), offer learners opportunity for independent and individualized learning, supply concepts basis for conceptual thinking, offer opportunities for leaner to develop their abilities and skills, finally promote the acquisition and longer retention of knowledge.
For this point, instructional materials help to promote the understanding of the teaching learning process among other function. Good availability and utilization of instructional materials should be appropriate, free of bias, up to date, easily obtainable and should not be too expensive. It also leads to more understanding and retentive memory in students in the teaching and learning process.

2.3 Educational Resources

The Educational Resources are: audio resources, non-projected resources, display resources among others. Their detail explains below;

2.3.1 Concept of audio Resources

The term audio resource is referring to the various means of recording and transmitting the human voice and other sounds for educational purpose (Zubairu 2009). They consist of radio, tape recorder, record player and compact discs. These materials are normally used when sound is of primary important for learning or appreciation. For example, a teacher can record a radio program with a tape recorder and later play it back at a convenient time for the students who cannot read can learn from the audio media, which provide basic language experiences. Foreign languages can be taught using cassettes tapes and audio cards (Zubairu 2009). Audio media allow students to hear words pronounced by native speakers. They can also record their own pronunciations for comparison. James (1994), confirms that audio resources provide a stimulating alternative to reading and listening for the teacher and students. He also mentioned that the media present verbal messages more dramatically than text can. The major advantages of audio tapes over the compact discs (CDs) as maintains by Zubairu (2009) is that teachers can records their own audio tape lessons easily and economically. When the materials become outdated or no longer useful, the tape can be erased and reused. In the case of CDs, teachers can quickly locate selection on the CDs and even programming the machine to play in any desired sequence. Information can be selectively received by student or programmed by the teacher. The use of audio media is limited only by the imagination of teachers and students, so when they listen to audiocassettes their attention tends to wander. He further states that students may hear recorded message but not listen attentively and comprehend. Audio cassettes and phonographs do not allow variation in pacing except with rate controlled playback machines. They can also be erased so easily, which can be problematic. They can also be accidentally erased when they should be served.

2.3.2 Concept of Non-Projected Resources

Non-projected resources as the name implies are made up of resources that do not require projection when being used (Zubairu 2009). However, there are certain

instances when some of them may require projection so that a teacher can project a map in a textbook using episcope so that all his students can comfortably follow his explanations with the projection. He says that visual resources are subdivided into still pictures, graphs, model, charts, drawing, map posters and real thing. He also maintains that these resources should not be cast aside indiscriminately, because they increase students motivation, enhances student's performance and knowledge acquisition.

Real objects comprises of things such as corns tools artifacts, plants and animal and so on. They are some of the most accessible, ingraining, and involving materials in educational use. Being concrete, real objects fit near the bottom of Dale's cone of experience meaning that they are especially appropriate for learners who are encouraging a subject about which they have meaning and relevance in their lives, learners as contends by Blena (2003) need a base in concrete experience, and bringing real object into the classroom can help in this process. Real objects may be used as is, or they can be modified to enhance instruction. Examples of modification include cut-a-ways, specimens and exhibits. Beside their obvious virtues as a means of preserving information, raising questions and providing hands on learning experience, real objects can also play a valuable role in the evaluation phase of instruction (Zubairu 2009). They can be displayed in a central location learners can identify them classify them, describe their function discuss their utility, or compare and contrast them. Models are three dimensional representations of a real thing. A model may be large, smaller, or the same size as the object it represents. It may be complete in detail or simplified for instructional purposes.

Indeed, a model provides learning experience that real things cannot provide (Zubairu 2009). For example, important details can be accented with color. Some can be dissembled to provide interior views of possible with the real thing. (Braun, 2003) confirms that models and real objects are the recommended resources when realism is essential for learning. He also reports that model can provide concepts that involve three distinctions, tasks that require identification by size, shape or color and hand on or laboratory practice.

Still pictures are photographic representation of people, places, and things. The still pictures most commonly used in instruction according to Marcus (2002) are photographs, post cards, illustrations from book, periodicals, catalogs and study prints

materials. Still pictures are reality valuable in books (including text books), magazines, newspapers, catalogs and calendars. In addition, a teacher can purchase large photographs for use with group of students from educational supply companies, or obtain from educational resource centre or library. Still picture are two dimensional materials. The lack of three dimensionality of this media according to Alesandrini (1994) can be compensated for by providing a group of pictures showing the same object or scene from several different angles or position. Also Braun (2003) holds a view that a series of sequential still picture are very useful in teaching the social sciences subjects in school. Similarly, Payen (1993) cites example, in geography and social studies that still pictures may help illustrate relationship between people and their environment or culture that, because of space limitations could not be depicted easily in text book pictures).

Drawing, sketches and diagram employ the graphic arrangement of lines to represent person, places, things and concepts. Drawings are in general more finished and representation than sketches. Kemp (1994) says drawing are usually intended to show relationship or to help explain process, such as how something works or is constructed. He is also of the opinion that drawings can be used in all phases of instruction, from introduction of topic through evaluation. Because they are likely to be less detailed and more to the instructional point than photographic materials, drawing are easily understood by student of all ages (Hollister, 1997). They can be sketched on the chalkboard (or some other appropriate surface) to coincide with specific aspect of the instructional unit. For example, stick can be quickly drawn to show motion in an otherwise static representation.

Charts are visual representations of abstract relationships such as chronological quantities and hierarchies. They appear frequently in textbooks and training manuals as tables as table and flow charts. They are also published as well as charts for group viewing in the form of organizing charts, classification charts, and time lime. A chart should have a clearing well defined instructional purpose. In general (especially younger students) it should express only one major concept or configuration of concepts. If a teacher is developing charts, he should be sure they contain the minimum of visual and verbal information needed for understanding. A chartered chart is a confusing chart s, he should be sure they contain the minimum of visual and verbal information needed for understanding. A chartered chart is a confusing chart. If a teacher has a lot of information to convey, develop a series of

simple charts rather than a single complex one. In other words keep its message primarily through the visual channel. The verbal maternal should supplement the visual, not the reverse.

Graphs provide a visual representation of numerical data. They also illustrate relationship among units of the data and trends in the data. Many tabular charts can be converted into graphs. Data can be interpreted more quickly in graph form than in tabular form. Graphs are also more visually interesting than tables. There are four major types of graphs: bar, pectoral, circle and line charts. The type of chart teacher chooses will depend largely on the complexity of the information he wishes to present and the graph interpretation skills of his audience.

Posters incorporate visual combinations of images, lines color, and words they are intended to catch and hold the viewers attention at least long enough to communicate a brief message, usually a persuasive one. To be effective, posters must be colorful and dynamic. They must grab attention and communicate their message quickly. Posters can be used by both the teacher and students effectively in numerous learning situations. They can stimulate student's interest in a new topic, a special class, or a school invent. They may be employed for motivation-luring students to a school meeting or to the educational resource centre for example, or encouraging them to read more. Posters can also be used to promote good health practices such as not using drugs. An effective learning technique is to have students design posters as part of a classroom project. Posters may be obtained from a variety of source, including commercial companies, airlines, travels agencies and government departments. A teacher can make his own posters colored markers, computer printouts, and devices that print posters-sized pages.

Akenyele (2004) has something to say in regards to Non-projected visuals. Many types of non-projected media can make your instruction more realistic and engaging. Posters, cartoons, charts, pictures and graphs and what students produced by them can provide powerful visual support for learning abstract ideas. The non-projected media can be presented in the classroom or used as a part of a class activity. No needs to use equipment for observation, so non-projected visuals are easy to use.

2.3.3 Concept of Display Resources

When a teacher is going to use non-projected visual for instructional purposes such as photographs, drawing, charts, graphs, or posters, he need a way to display

them. Heinich and Molender (1996) observes that Non-projected visuals may be displayed in the classroom in a wide variety of ways, ranging from simple holding up to single visual in hand to constructing elaborate exhibits for permanent display. He emphasizes that classroom surfaces commonly used for display of Non-projected visuals include chalk board, multipurpose board, pegboards, bulletin board, cloth boards and magnetic boards etc. He point out that how a teacher display visuals depend on a number of factors, including the nature of the visuals, the instructional setting, the lesson objectives, and the subject the availability of the various display surface.

Chalkboards are the most common display surface in the classroom instruction. Once called blackboards they now come in variety of colors, as does chalk. Although the chalkboard is most commonly used to support verbal communication, it can be used as a surface upon which to draw visual to help illustrate instructional units. Graphics, such as sketches and diagrams or charts and graphs, may be drawn in the chalkboard for display to the students in the class. Some classrooms nowadays are equipped with multi-purpose board instance of chalkboard but most especially in the higher institutions of learning. As the name implies, the media can be used for more than one purpose. Their smooth, white plastic surface requires a special erasable marker rather than chalk. The white surface is also suitable for projection of films, slides, and overhead transparencies. Material cut from plastic, such as figures and letters, will adhere to the surface when rubbed in place. Some of these boards have a steel backing and can be used as magnetic board for display of visuals.

Vidor (1993) described bulletin board as those surface on which bulleting-brief news announcements of urgent interest are posted for public notice. According to him, the surfaces are of variable size and shapes made up of a maternal that holds pins tracks and other sharp fasteners without damage of the board. In practice, bulletin board displays and to serve three purpose; decorative, motivational, or instructional (Flore 1993) the instructional purpose of bulletin board according to Tweedie (1992) is for the complementing the educational or training objectives of the formal curriculum. He affirms that rather than merely presenting static informational messages displays can be designed to actively invite student participation. Such displays ask questions and give students some means of manipulating parts of the

displays to verify their answers such as flaps, pockets dials or movable parts. Another form of leaner participation is in taking part in the actual construction of the display. Braun (2003) cites an example where he say to introduce a unit culture, a social studies teacher might ask each student to bring a picture of his or her cultural dress. The student would then make a bulletin board incorporating all the pictures.

Magnetic boards serve much the same purpose as cloth board. Cloth boards are constructed of cloth stretched over a study backing materials such as plywood, masonries, or heavy cardboard. The cloth used for the board may be of various types, including flannel felt, or hook-and loop materials. Visual are backed with magnetic and then placed on the metal surface of the board. Magnetic for use in backing are available commercially. Any metal surface in the classroom to which a magnet is attached can serve as a magnetic board. For examples, some chalkboards are backed with steel and thus attract magnet-backed visuals. Chalk can be used on such chalkboards for captioning or to depict lines on association between visuals. The major advantage of magnetic boards according to Heinich (2006) is that maneuvering visuals is easier and quicker than with cloth boards. Magnetic boards also have greater adhesive quality. Visuals displayed on a magnetic board are not likely to ship or fall. They move when teacher move them.

Flip chart is a pad of large paper fastened together at the top and mounted to an easel. The individual sheets each hold a limited verbal/visual message and can be arranged for sequential presentation to a small group of students. The messages can be written extemporaneously while the teacher is talking or can be prepared in advance and revealed one time at a time. The most common use of flip charts, through, is for the extemporaneous drawing of key illustrations and key words to supplement a stand up presentation. The flip chart is an extremely versatile, convenient, and no electrical power, has no moving part to wear out can be used in a wide range of lighting condition is portable, and requires only a marking pen as peripheral equipment.

2.4 The Importance of Using Non-Projected Visual Resource in Teaching

Attempts to make broad generalization about the role of visual in learning invariably fail to yield simple answers. For example, a major synthesis of research studied carried out by McAlpine and Weston (2004) comparing visual based lessons (those using photographs, over head transparencies, video, and the like) with

conventional instruction indicates a small overall superiority in performance for student who experienced the visual treatment. However, a closer study carried out by Romiszowski (1998) found that the degree of superiority of student's performance depends on many factors, including the subject matter and the utilization practice of the teacher. According to Armstrong, (1994) individual students vary in terms of their visual "intelligence" and in any ways they processed and use visuals information. One role that visual resources play is the provision of a concrete referent for ideas. Payne (2003) say words do not look or sound (usually) like the things they stand for, but visuals are iconic that is to say, they have some resemblance to the things they represent. As much, they serve as a more easily remembered link to the original idea. They can also motive learners by attracting their attention, holding their attention and generation emotional responses (Hortin 2002).Visuals resource simplifies information that is difficult to understand. For instance diagrams can make it easy to store and retrieve such information. They also serve as an organizing function by illustrating the relationship among elements, as in a flow chart or time line. They are relatively inexpensive. Many can be obtained at little or no cost. Braun (2003) maintains that visual resources can be used in many ways at all levels of instruction and in all disciplines. He also confirms that visual may be used to stimulate creative expression. He also confirms that visual may be used to stimulate creative expression, such as telling or writing stories or composing poetry. All types of non-projected visuals may be used in testing and evaluation. They are particularly helpful with objectives requiring identification of people, places or things. In some cases, some non-projected visuals are too small for use before the students. It is possible to enlarge any visual photographically, but can be an expensive process. The opaque projector or a document camera can be used to project an enlarged image before the students.

Finally, non-projected visuals provide redundant channels; that is, when accompanying spoken or written verbal information they present information in a different modality, giving some learners a chance a chance to comprehend visually what they might miss verbally.

2.5 Concept of Academic Performance

Academic performance is the outcome of education the extent to which a students, teacher or institution has achieved their educational goal (Stake & Norman 1985)

Academic performance has been variously defined: as level of proficiency attained in academic work or as formally acquired knowledge in school subjects which is often represented by percentage of marks obtained by students in examinations (Kohli, 1975). Researchers have shown that besides being the criteria of promotion into the next class, academic performance is an index of all future success in life. Moreover, Reis (1984) reported that academic performance also has a significant effect on self evaluation of learners.

Academic performance is the outcome of education to the extent which a student, teacher or institution has achieved their educational goals (Tomas, 2011). Kathrine (2007) has defined academic performance or achievement, as the educational goal that is achieved by a student, teacher or institution achieves over a certain period. This is measured by either continuous assessments or examinations and the goal may differ from an individual or institution to another. Academic performance was also defined by Tomas and Hell (2011) as a term used in school when a student does well in academics. They achieve or do well in an area of school and do well in their studies. Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested of which aspects are most important procedural knowledge such as skills or declarative knowledge.

Academic performance has been described as the scholastic standing of a student at a given moment. This scholastic standing could be explained in terms of the grades obtained in a course or groups of courses (Daniels & Schoulen, 1970). Daniel (1981) further commented on this scholastic standing and argued that performance is a measure of output and that the main outputs in education arc expressed in terms of learning, that is, changes in knowledge, skills and attitudes of it individuals as a result of their experiences with in the system. STAN. (1992) supported this argument and reported that performance is the level of attainment of a person in an examination that is how an individual is able to demonstrate his or her abilities in an examination.

Al—Shorayye (1995) regarded a student's performance in an examination as being depended on his cumulative grade point average. His argument supported Katharine (2007) assertion that a student's success is generally judged by examination performance while the best criterion of performance is the sum of the student's academic performance in all the subjects taken.

2.6 Islamic Studies as subject

Islamic studies as a subject of thought is as old as Islam, as a subject of teaching it has started during the life time of the prophet Muhammad (SAW), children were organize in the mosque in the evening time to receive Islamic teachings and guidance, while in the morning their parent were with the prophet (SAW). These mark the beginning of Islamic teachings in the history of Islam. Islam believes in the supremacy of the Almighty God (Allah) and man's obedient to the will of God. This influences its educational philosophy and content and methods.

In the north, Islamic religion and its education came to Nigeria through ancient of Kanem-Borno Empire, covering the present of Borno, Bauchi and part of Gongola site (Fafunwa, 1974, Abdulkarim, 2000). It was further argued that the Empire later extended to the Lake Chad and to as far north to Fezzan (Ifemesia, 1995). Through trade and diplomatic ties had become a centre of Islamic education. By the end of 12^{th} century AD, renowned Muslim scholars and teacher from Timbuktu in Mali were found in the empire advancing the education. From this point the education spread to Kano and Katsina. The Jihad of Sheikh Usman Dan Fodio in 1804 did not only lead to the widespread of the religion and education in the northern, and to some extent; the south western part of Nigeria, it also revive the genuine Islamic practices there.

In Nigeria today, Islamic education or Islamic Religious Knowledge or Islamic studies have become relevant at all level of education. The subject gained its recognition into the school certificate examination in Nigeria in the late 1950s (Balogun, 1995). Balogun further argued that IRK or Islamic studies syllabi designed by the West African Examination Council came into use in 1968 and 1970 respectively for the subjects. In 1975 Islamic studies syllabus was designed for Higher School certificate and general certificate in education (GCE) Advance level. Subsequently in 1976, the Arabic studies syllabus was introduced (Balogun, 1995). Presently, the National Policy on Education, which was the introduce in 1977, makes. Islamic Studies as core subject in Junior secondary and an elective in the senior secondary levels. Islamic studies are now currently offered as a subject of specialization in all Colleges of Education, Federal Polytechnics and almost all universities in Nigeria. Certificates, Diploma and Degrees are awarded in this discipline also.

In summary, Islam means submission to the will of Allah. It is refers to as the religion of peace. Islamic education has been blended to prepare their product to meet up with challenges posed by the present socio-economic life of the nation.

2.7. Students' Gender Differences and Academic Performance

The Federal government of Nigeria has adopted education as an instrument per excellence for effecting national development (FRN 1998). The implication is that government realizes the importance of education as a veritable tool for national development. Thus, the policy guidance of the NPE asserts that:

Education will continue to be highly rated in the national development plans, because education is the most important instrument of c/lunge, as any fundamental change in the intellectual social outlook of any society' has to be preceded by an educational revolution (NPE, 1998; p.8)

Furthermore, Nigeria government expressly states in section 18 of the 1999 constitution that:

> Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels. Government shall promote science and technology. Government shall strive to eradicate illiteracy; and to this end shall when practicable provide. Free compulsory and universal primary education, free secondary education. Free university education, free adult literacy programmed specifically, the national Policy on women section 6.1.3 submits that: For (the) Nigerian women to enjoy full benefits of contemporary living, they require basic education to contribute meaningfully to the development of the country. Government shall in this regard increase girls and women's participation in education irrespective of their location and circumstances (p.7).

It can be said there that the main focus of government education agenda is to bring about optimal development of its human resources, which, put in another word, is a viable source of human capital. This investment however will not be complete without women education. According to James Aggrey cited by NCCE (1998). If you educate a man you educate an individual, but if you educate a woman you educate a family i.e. a nation. The bane for women education in Nigeria is entrenched in the nation's new national policy on education which states inter-alia that: With, regards to

women education special efforts will be made by ministries of education and local government authorities in conjunction with ministries of community development and social welfare and of information to encourage parents to send their daughters to school (FGN, 1998. p. 14).

The tacit reference made to women education in the national policy on education is contained in the primary education section of the document. It must be observed here that no further reference was made to the provision of women education in this all important document on education. Nagees (1995) opined that the absence of a policy statement on women education as reflected in the National Policy on Education (NPE), makes the NPE fall short of women expectations and it amounts to a total disregard for that section of the population in this country.

The plight of women, in terms of education is further compounded by the negative attitude of parents toward female education. Some parents are usually reluctant to send their girl child for formal education especially to higher levels like their male counterpart. Another problem closely related to this is the reluctance to acquire western education and misunderstanding on the part of the girls themselves about the values of the acquisition of formal education. In education, equity means equal access to good schooling. According to Ocholi (2002), geography (in term of location) and families' relative wealth have been discovered to also affect equity. For example, in Nigeria, in the last few years, the regression (toward male-female education in balance) in basic education is reflected in the fact that the net enrolment rate of girls in primary school is lower than the female literacy rate. Ocholi (2002) noted that in 1995. 25.09 percent of girls who should have enrolled in school did not. It usually observed that in 1995 the average primary school completion rates for boys and girls were 56.3 percent and 43.7 percent respectively. Must girls leave school due to inability to pay cost, among other reasons?

It is however, an Open secret today that Nigeria women are educationally backward when compared with their male counterparts. According to the 1991 national population census, women alone constitute 49.7% of the overall population with 70% of this being illiterate. It has been discovered also that 70% of Nigerian women 35 years and above are illiterate (Nagess, 1995). The level of illiteracy is said to be thrice as high in the rural areas when compared with the urban areas. Three Fundamental

barriers have been identified by Awe (1990) to be responsible for low level of development and enhancement of women especially for educational advancement. These barriers are restricted access to education. Reluctance to aspire and Resistance to women advancement within a patriarchal system, restricted access to education by women in this country is profoundly rooted in history, religion, culture, the psychology of self law, political institution and social attitudes which interact in several ways to limit women's access to formal education when compared with their male counterparts. For example, it has been observed that Nigerian women are lagging behind their counterparts in developed and some developing nations due to the late start in educating them. This is caused by our tradition and culture which are hostile to women. This tradition reduces them to kitchen manageresses and producers of babies. Thus, their education ideally, is expected to end in kitchen a condition which ironically is detested by many parents thereby discouraging their investment in girl—child education Reluctance to aspire is another major problem against women education. This is the main manifestation African wrong socialization which tends to impress upon the women folk the belief that certain subjects and professions are the exclusive preserve of men. Our socialization at the same time confines women to certain roles (e.g. cooking. baby making, baby nursing, home keeping etc). This state of affairs is definitely a negation of the scientific discovery that women are not intellectually inferior to men. This is because of the fact that both males and females have 42 chromosomes in their genes. Furthermore, science has revealed that there are no innate biological or psychological reasons why girls should not do as well as boys if given the opportunity and if provided with adequate motivation (Oniye, 1993 NCCE, 1998).

Resistance to women advancement within a patriarchal system is a further manifestation of our cultural practices which overtly and covertly interact to hinder women advancement especially from educational viewpoint. This resistance is further engendered by cultural impediments imposed on women by her traditional assigned roles of housewife, mother, baby sitter, member of inferior sex, stereotyped gender victim, among others. Thus, it is stated that the problem of resistance to women advancement are culture based and they include those brought about by home conflict; ignorance on the part of many parents, erroneous belief that religion is against the provision of sound formal education to the girl child, gender stereo typing

and stigmatization, socio—economic constraints and poor attitudes of some parent (NCCE, 1998). However, even the fewer girls that attending the schools, science and technology also are experiencing challenges in terms of gender disparity. In science education there IS the concern that girls are not achieving as they ought (Kelley, 1978. Erickson & Erickson, 1984; Wetch, 1985, Muhlis & Jenkins 1988). Jegede and Inyang (1990) reported that gender differences are more pronounced in the physical sciences. Olstad (1981), Dix (1981); Coe and Crawley, (1990) reported lack of representation of females in the sciences and engineering professions. Researchers have focused attention on gender differences in educational choices, as well as investigated gender differences in performance (Eccles, 1987). Barton (1998) observed that one of the most popular and most powerful phrases connected to science education reform in the last decade has been "Science for all". Against its reality and in conformity with world trends the government of Nigeria has demonstrated her strong commitment to the cause of woman education generally, and in particular, their participation, in science and technology through policies, programmes activities etc. This has led to such project as WISE (Women in Science and Engineering), GSAT (Gender, Science and Technology). Despite these efforts, available statistics on enrolment in secondary schools as well as institutions of higher learning showed that much fewer females than males engage in science and technology (Aigbomari, 2002, Okeke, 2001). Many studies have reported small but consistent differences between the performance of male and females in science performance test (Samba, 1998).

In a meta-analysis carried out on 100 investigations into gender differences in mathematics performance for widely varying groups of pupils and school types. Hyde and Lanon (1990) found that men in general perform slightly better t in mathematics. The issue of' under representation of girls in mathematics and science has recorded a great deal of attention (Brush 1985; Chipman and Wilson 1985; Eccles Goh and Nizele, 1986): A number of' researchers have come up with reasons for gender related differences in science performance. Becker (1981) noted that teachers spoke more frequently to boys, asked the boys more questions. Praise boys for quality work and girls for neatness. Sadker (1985) revealed that male students received more praise and criticism from teachers than the female students. Ormerod (1975) suggested that the differences in the performance of male and female subjects could be related to interest

in content area. Bajah (1979) noted that boys were superior to girls in school performance and that children's sex types affect their performance in science. A number of research findings have come up with explanation for the differential participation of boys and girls in the science. Eta (2000) observed that female participation both in science and education in general have been observed to decline drastically between primary and secondary levels. This differential participation according to Lee and Lock head (1989) borders in the maturation of female and marriage which leads to removal of girls from school. Sex related differences according to Samba (1998) therefore could be related to three areas, namely social, educational and personal. Social factors include sex role model, sex role orientation and stereotyping. Educational factors include parents, teacher-peer expectation decision and extra- curricular activities. Moccoby and Jacklin (1974) explained that sex differences are not evident until age 12—13 but thereafter boys' mathematical skills increase faster than girls. Even though most researchers have reported gender differences in science performance there are few conflicting reports. Erickson and Erickson (1984) found no significant difference in science performance of boys and girls. Ajewole (1990) in his study on guided discovery and expository instructional methods effect on students' transfer of learning found no significant difference in the transfer of learning between male and female students exposed to guided discover and expository method. Similarly, Samba, (1998) in a study on conceptual change instructional strategy in the teaching of biology found that the strategy appeared to be gender—friendly. Boys out performed girls in performance test, but the dif1rcnces in performance were not much. Furthermore, Usman (2000) in a research on the effect of practical activities in integrated science using the N1STEP mode of teaching. The issue of gender differences is still a controversy, even though the literature cited above were on gender in relation to achievement and practical activities performance in science. The aspect of constructivism method in learning basic technology was not investigated which might be another factor for gender differences.

This study therefore aimed at finding out whether Non-projected visuals leaning method have effect on the academic performance of male and female students in junior secondary school in Islamic students in Dawakin Tofa Local Government, Kano State.

2.8 Urban versus Rural and Academic Performance

The relationship between school location and student academic performance science and technology has been widely reported. The main focus of this sub section is to look into public secondary schools both in urban and rural areas to observe the common differences that are portrayed. Some of the difference include: access to secondary education, performance and socioeconomic status. The term urban refers to the city and rural is the village or areas outside the city. The differences between urban and rural areas are categorized in terms of economic activities, Occupations, education level, access to infrastructure, population, politics, nationality and migration and it has concluded that urban areas benefits all these dimensions (Hu, 2003). Urban areas, in other words, have higher levels of economic activities particularly in manufacturing, construction and services; greater access to infrastructure and higher educational levels whereas rural areas are vital in economic activities especially in agriculture and farming but less access to infrastructure and lower educational levels.

In terms of school access and performance urban schools are more efficient than rural ones. While urban schools are usually staff with enough well—trained teachers, schools located in remote rural areas often find it difficult to recruit and retain qualified teachers (Zhang, 2009). Public urban secondary schools have an advantage of adequate and qualified teachers, more learning material and physical resources, unlike the rural ones. Socioeconomic and family status, which is regarded as one of most significant inputs affecting student achievement, measures family income and education level (Walberg, 1991). On the other side urban dwellers enjoy better quality education, occupation, income, and public services, therefore, a higher socioeconomic status. It is worth noting that low socioeconomic status is associated with conditions that make learning more difficult. Urban schools tend to have students with higher socioeconomic status than rural schools. Thus the urban and rural secondary schools differences include quality of education, enrollment, efficiency and socio-economic status (SES). Over the past two decades, research has indicated that the educational aspirations of students who study in the rural areas lag behind those of their urban counter-parts (Haas. 1992: Stern. 1994: Kampits. 1996: Khattri, Riley & Kane, 1997; Kannapel & De Young. 1999; Hu, 2003: Arnold. 2005).

Therefore, in order to improve students' academic performance and proficiency in the Technology related subjects, it is important to have adequate and trained enough instructional materials and other physical resources. Factors that contribute to the failure of students in Islamic studies are known generally. as had been Pointed out by many researchers. School location has also been viewed as one factor that affects Students' academic achievement (Akpan, 2001).

Related findings from other studies have further indicated that students from rural schools place less value on academics (Stern, 1994; Ley, Nelson & Beltyukova, 1996). In a study of 2,355 from 21 rural high schools in 21 states, Ley, Nelson and Beltyukova asked students to indicate the importance of 21 attributes relating to their personal goals after high school. The data revealed that they placed more importance on personal qualities (e.g., being dependable and having the ability to get along with and less importance on specific areas of academic achievement (e.g., being proficient with Basic English skills and Mathematics skills). It 1'ollows, then, that lower educational aspirations and less importance placed on academics by students in rural schools could lead to poor academic achievement in Physics than their urban counterparts (Stern, I994: 1ey, Nelson & Beltyukova. 1996). In the words of Haas (1992) such rural students could exhibit a sense that "school isn't for me.'' Research investigated the effects of Computer-Assisted Instruction (CAl), a learner-centered and activity based method of teaching/learning, on the achievement in Physics of Nigerian rural and urban secondary school students in Pankshin Local Government Area of Plateau State, Nigeria by Macmillan.

Josiah (2012) in his findings from his studies have indicated that students in rural schools place less value on academics. The report from hypothesis one, however, reveals that achievement in Physics, of students (irrespective of location), is enhanced when Physics is taught and learned using Computer—Assisted Instruction (CM). The researcher is of the opinion that despite the differing conditions of livelihood in urban and rural areas, the non-existent difference in achievement of students in both urban and rural schools may have arisen from the fact that both urban and rural students were subjected to equal opportunities in learning Physics using CAl The study assessed and investigated the academic performance of secondary school students in two principal subjects (English Language and Mathematics) at the Senior School Certificate Examinations (SSCE) in ten secondary schools typical of urban

and rural locations in five randomized Local Government Areas of Oyo State, Nigeria between 2005 and 2007, by Adepoju, (2001). His finding revealed the trends of student's performance in English Language and Mathematics at the SSCE for a period of three consecutive years (2005, 2006 and 2007) in Oyo State, Nigeria, established that students' performance in urban schools was higher than what was obtained in rural schools. According to Obomanu.& Jacobson (2010) in their findings on the assessment of the effects of problem solving instructional strategies on students' achievement and retention in chemistry with respect to location in Rivers State, shows that there is no significant different in the achievement of students due to location observed shows that students' achievement in chemistry is not dependent on the type of environment under which teaching takes place. There is uniform level of cognitive achievement for urban and rural students. Adepoju, (2001) fond that students in urban schools manifest more brilliant performance than their rural counterparts. The study conducted by Neema Mlay (2010) on the influence of the language of instruction on students' academic performance in secondary schools: Comparative study of urban and rural schools in Arusha—Tanzania revealed that the academic performance of students in the urban secondary school was better than that of students in the rural school, though the difference between the schools was not very big. The Form four Mock examination results which represent their performance showed that 86.2% of urban students scored above grade C in History while the rural students 75.6% scored below grade C. In English, 81 .6% of the urban students scored grade C and below while more than half (59. 1 %) o the rural students scored grade F. Also, Ogunleye (2002) Ndukwu (2002). Odinko (2002) and Warwick (I992) reported a significant difference in the performance of students in urban, semi—urban areas. However, Daramola cited in Ogunleye (2002).and Orji (1997) did not found any significant difference in the urban and semi—urban schools.

According to Bello (1990), in Akubuilo (1995) In recent times, however, government at various levels had been making concerted efforts to improve life in rural areas. The educational system is not let out; hence various education management commissions to ensure that qualified specialist teachers are sent to rural schools have adopted various policies. These efforts by the government notwithstanding, secondary schools in rural areas appear to be disadvantaged in comparison with their urban counter-parts. The Fact is that most rural secondary

schools are comparatively younger and are not as well established as most urban secondary schools. Furthermore, teachers are known to prefer postings in urban than in rural schools. Several studies have showed that pupils in urban schools performed significantly better than their counterparts in rural schools while in the others findings, location has no effect on the students' academic performance (Daramola. 1985)

2.9 Empirical Studies

Various researches were carried out on instructional material by different researchers, particularly in secondary schools teaching subjects for instance;

Josiah (2012) investigated the effects of Computer-Assisted Instruction (CAI). a learner—centered and activity based method of teaching and learning on the achievement in Physics of Nigerian rural and urban secondary school students. Gender issue was also examined. The research questions raised were: Do students who learn physics using CAl in rural schools differ in their Physics achievement from those who learn the subject using CAT in urban schools? Do female students who learn Physics using CAl differ in their Physics achievement from male students who also learn the subject using CAl? The hypotheses stated in their study are: There is no significant difference between the mean Physics achievement scores of students exposed to CAl in urban schools and their counterparts also exposed to CAl in rural schools. There is no significant difference in the mean Physics achievement scores of female students exposed to CAl and their male counterparts also exposed to CAl. The research design used was the experimental design on SSS Ill students in Pankshin Local Government Area of Plateau State, Nigeria were tested on the concepts of space, time and motion using a developed 25—item Physics Achievement Test (PAT) whose reliability was 0.72. The formulated hypotheses were tested using the pooled variance formula of the student t-test statistics. The analyses revealed that there was no significant different in the mean-Physics achievement scores between urban and rural students taught with CAI (69.00) for male and 67.50 for female). Furthermore, there was no significant different in the mean Physics achievement scores of male (68.90) and female (67.50) students treated with CAI.

Suleiman (2006), investigated on the effect of visual instructional material on student academic performance in Islamic studies in selected secondary school in

Wamako Local Government Area of Sokoto State. The researcher tested two group of students; experimental and conventional groups, using pre-test and post-test, the two group were taught with different methods, experimental groups with the instrument and the others using conventional method. His research questions were as follows: what are the differences between the academic performance of experimental and conventional students; what are the difference between the academic performance of male and female students who are exposed to the treatments; what are the difference between the academic performance of students located in semi-urban and rural areas who are exposed to the treatments. In analyzing the hypothesis, he used mean and standard deviation to get the result, from the results it is declared that: there is significant different between the academic performance of experimental and control group, there is no significant different between the academic performance of male and female students who are exposed to the visual instructional materials, there is no significant different between the academic performance of students located in semi-urban and rural areas who are exposed to the visual instructional materials. The results revealed that the use of visual instructional material in teaching Islamic studies bring about better achievement, improve punctuality, interest and people participation in the lesson and at the end lead in achieving the instructional objectives of the lesson. It has also confirmed that gender and location is not significantly different.

Adeleke (2007) examined on the problems solving performance of male and female students on problems solving in performance of mathematics using conceptual learning strategy (CLS) and procedural learning strategy (PLS). Purpose of the study is: To find out the different in problem solving performance of male and female students when exposed to Procedure Learning Strategy of acquiring problem-solving skills. To examine the differences in the problems solving performance of male and female students when exposed to conceptual learning strategy of acquiring problem-solving skills. To assess the difference in the problem-solving performance of male when expose to conceptual learning strategy and when expose to procedural learning literately, to investigates the differences in problem-solving performance of females when expose to procedural learning Strategy and when expose to conceptual learning strategy.

The following hypothesis were generated and tested in this study: There is no significant different in the problem-solving performance of male and female students

when expose to procedural learning literately; There is no significant different in the problem-solving performance of male and female students when expose to Conceptual Learning Strategy; There is no significant different in the problem solving performance of female students when exposed to Procedural Learning Strategy and when exposed to Conceptual Learning Strategy. Sample of 124 science students assigned into CLS, PLS and Conventional Method (CM) groups were involved in the study making use of pretest, post test control group design. The sample was drawn from three intact Senior Secondary School two (SSII) classes from three local government Areas of Osun State in Nigeria and were taught for a period of eight weeks. Findings of the study showed a non significant difference in the performance of boys and girls in the two leaning strategies. But a significant difference was recorded in the performance of boys when comparing the two groups also in the performance of girls in the two groups. The study therefore concluded that when training of problem solving is carried out in mathematics using conceptual and procedural learning strategies boys and girls will perform equally well without significant difference. Finding from some research works had shown contradictory evidences in academic achievement of student due to gender.

Ifeakor, (2003) conducted a research on the effect of peer assessment on students academic achievement in mathematics. One of the specific purposes of the study was to find out the influence of sex on students, academic achievement in mathematics. The author administered a mathematics achievement lest (MAT) to 187 SS2 mathematics students. After analyzing the data for the study, Ifeakor reported that gender had not statistical significant effect on the student's academic performance.

Olikeze, (1999) worked on the effect of computer assisted instruction (CAI) on secondary school students' cognitive achievement and interest in Biology. It determined the effect of gender on the cognitive achievement of 39 students in Biology. One research null hypothesis was stated there is no significant difference in the mean scores of male and female students taught Biology Subject among SS two students. The subjects of the study were 154 SS 2 students. Data were collected using Biology Achievement Test (BAT) and after analyses. A non-significant influence of gender on achievement in Biology was observed, in line with the observation, Ezewu, (1990) using Nigeria primary school pupils found inconsistent results as regards gender difference in mathematics and English language performance. Also, Okoye,

(1990) studied in the same area with Ezewu and using the same primary pupils found no significant difference in the performance of boys and girls in mathematics and English language. Furthermore, Falade (1992) carried out a study on the construction and validation of a formative achievement test on chemical formulae or senior secondary class three chemistry students. The study was aimed at determining the effects of gender on student achievement in chemistry, among others. The researcher administered validated instrument to the students. After analyses of the data for study, Falade found out that sex had no significant effects on the student's performance. Researches on students" achievements in the sciences have indicated the need to improve the performance of students. The needs had actually brought about various suggestions aimed at improving student's interest and achievement in sciences.

Musa (2002) examined the effect of instructional material on students academic performance in biology in some selected secondary school in Rano Local Government Area of Kano State". Which revealed that the use of teaching materials will enable the learner to acquire basic scientific skills knowledge, values and attitudes which prepare them for better living condition and participating in economic development in later years?

Indagi (2007) carried out a research study titled The use of visual instructional material in teaching and learning Islamic Studies in Pategi Local Government Area of Kwara State, the purpose of the study was to find out the effectiveness of Islamic studies education using instructional material which revealed that a very significant role that visual instructional material play a vital role in arousing student interest better understanding and higher performance of the student in the school.

Salisu (2011) carried out a research titled availability and effect of visual instructional material on students academic performance in day and boarding schools SSII students whom were taught map concept in Geography, Three research questions and three hypotheses were later answered using mean and standard deviation statistical packages. Result of the finding revealed no significant difference in the availability of instructional materials between day and boarding schools. It also revealed significant difference between the performance of students though map concept using visual instructional material (experimental group) and those taught

without visual instructional material (control group). Gender and location also shows that there is no significant different between them.

2.10 Summary

This chapter has reviewed literature related to this study. It has specifically focuses conceptual definition of educational resources, and the different types and categories of educational resources that are used for teaching and learning Islamic studies. The review has focused on the importance of using non-projected visual resources in teaching and learning Islamic studies and the impact of visual resources utilization on student's performance. The chapter has further examined relevance of educational resources improvisation and the constraints as well as factors that are affecting resources improvisation and final examples of improvisation. The review has however situated the study among the current literature in instructional technology. The review indicated that previous studies did not pay much attention on students learning Islamic studies concepts at junior secondary school education. The review also indicates that visual resources when utilized effectively by the teacher in the instructional process enhance student's performance. Historical background of Islamic studies as a subject of study is also given from it beginning to the present time.

CHAPTER THREE
RESEARCH METHOLOGY

3.1 Introduction

This chapter covers research design employed in carrying out the study, population, sample and sampling technique, research instrument, data collection procedure, data presentation and data analysis procedure.

3.2 Research Design

The research design adopted for this study is quasi-experimental involving pre-test and post-test design (Campbell & Stanley, 1966). This study adapted pre-test, post-test quasi-experimental and control group design to determine the effect of non-projected visuals on the JSS students' performance in Islamic-studies in Dawakin-Tofa in Kano State, Nigeria. In the design, both experimental and control groups were pretested to equate the group. In this regards therefore the immediate purpose of experimentation is to predict events in the experimental setting which in turn is to generalize the variable relationship so that they may be applied outside the experimental setting to a wider population of interest. Experimental design according to Best and Kahn (2001:146), is a designed procedures that enable the researcher to test hypotheses by reaching valid conclusions about relationship between independent and dependent variables.

3.3 Population

The populations for this study consist of JSS III students from 21 government secondary schools in Dawakin Tofa Local Government Area of Kano State. In all there are 8979 students in the area. All the schools in the area operate a common curriculum. Table 3.1 is for the population of this study

Table 3.1 Distribution of Population by School and Gender

S/N	Schools	Female	Male	Total
1	GGASS Dawakin Tofa	762	__	762
2	GSS Dawakin-Tofa	__	1885	1885
3	GSS Dawanau	__	865	865
4	GGSS Dawanau	471	__	471
5	GASS Dawanau	44	106	150
6	GGSS Tumfafi	372	__	372
7	GSS Dandalama	__	793	793
8	GJSS Ganduje	__	103	103
9	GGSS Kwa	1560	__	1560
10	GJSS Tattarawa	148	__	148
11	GJSS Damfamin-Tofa	28	94	126
12	GJSS Madaci	__	116	116
13	GJSS Dan-Itace	__	88	88
14	GJSS Danguguwa	71	322	393
15	GGJASS Kunnawa	108	__	108
16	GJSS Chedi-Igawa	32	70	102
17	GJSS Marke	__	105	105
18	GSS Jalli	__	174	174
19	GSS Kwa	__	458	458
20	GJSS Gwamai	__	124	124
21	GJASS Dungurawa	__	80	80
Total		**3125**	**5854**	**8979**

Source: Danbatta zonal education office, Senior Secondary Teacher's Service Board, and Kano state ministry of education headquarters, 2013.

3.4 Sample and Sampling Techniques

Samples of 122 Students were sampled for the study out of the 8979 students. A purposive sampling method was used to select three schools in Dawakin Tofa Local Government Area. This method was used to obtain representative sample from this area. The sample selection was be done based on the geographical location of the schools they consist of 46 students from Government secondary school Dawakin Tofa, 39 students from Government secondary school Dawanau, and 37 students from Government Girls secondary school Tumfafi all in Dawakin Tofa Local government area of Kano state. After conducting pre-test using intact class for both experimental and conventional groups the researcher was randomly selected the above as a sample of the study. And going by national policy on education regulation, (NPE, 2004) a maximum of 40 students per class is a good average study.

Purposive sampling was used in selecting the sample schools, because of the location and gender effects in the study. That was done by first grouping the sample schools into three different strata, that is urban and rural, male and female, one female schools two male schools was purposively selected. In each location, six Yes was written on the piece of paper and the others pieces of paper were blank, these six was used for experimental and control group. All the representatives from each stratum were asked to pick out one paper at a time from the bucket. Any students who picked out Yes, the name of the schools he or she represents was recorded for the research, six required schools were obtained for both experimental and control group, two female and four male schools, three schools for the experimental and the others were control group.

122 JSS three students' out of the three schools selected were chosen out of their intact classes 85 male students, 37 female students from the three schools in the urban and rural schools in the experimental group and 118 control students, 83 male and 35 females students respectively. Then table below shows distribution Sample of Experimental Group by School;

Table 3.2 Distribution of Sample size of Experimental and Control Groups by Schools and Genders

Experimental schools	No.	Control schools	Gender	No.
GSS D/Tofa	46	GJSS Gwamai	M	45
GSS Dawanau	39	GJSS Ganduje	M	35
GGSS Tumfafi	37	GGJASS Kunnawa	F	38
Total of Group	**122**			**118**

The above table shows the distribution of Sample of Experimental and control Group by Schools and gender, showing that there are three schools for the Experimental and control; four belong to the male and the other two for female in each group. In each school intact-class were selected as a sample, making the total students in the experimental group 122 and control Group 118.

3.5 Instrumentation

The instruments used for the study were the Non-projected visual resources, experimental instructional lesson plans, conventional instructional lesson plans, equipment for the practical exercise (Non-projected visual resources) and twenty objective questions for the pre-test, post-test tagged Islamic Studies Academic Performance Test (ISAPT) was developed for the research. Islamic Studies Academic Performance Test (ISAPT) is an essay test which comprises of twenty multiple choice questions were designed by the researcher in order to measure the effects of the instructions that were given during the experiment. The topics Hajj were selected from the recent Islamic Studies syllabus contents of JSS two class. The instruments covered all the topics that were selected for the study. Two supervisors and Islamic Studies expert from Islamic Studies Section, Arts and Social Science Department, faculty of Education ABU, Zaria validated the test items. The evaluators were asked to determine the appropriateness of the instrument with reference to the purpose of this study. Marking scheme was also constructed.

3.5.1 Validation of the Instrument

Content validity was used in validating the non-projected visuals resources (NPVR) and Islamic Studies Academic Performance Test (ISAPT) items, and was

validated by the two of my supervisors and expert from Islamic Studies Section, Arts and Social Science Department, Faculty of Education ABU, Zaria. Both lesson plans, Islamic Studies Academic Performance Test (ISAPT) and marking schemes items, and was validated by the panel.

The panels studied the items objectively. This involved looking in to the consistency between the test and the contents of the study topics. Copy of the draft was given to each of them, whom rated the questions and ensured their appropriateness for the class, age and level. This is to find out the simplicity of expression for the students, the level of students' for which it is intended and to check for possible errors in the suggested answers. In their suggestions, they have amended where it's necessarily. The researcher effected all the correction and move to the field.

3.5.2 Pilot Study

The instrument for the study ISAPT was pilot-tested using the JSS 3 students of GSS Goron-Dutse and GGJASS Goron-Dutse in Gwale L. G. A. The instrument was administered twice within an interval of two weeks to 20 students. The pilot study was done to;

i. Determine the appropriateness of the length of time required to take the instrument and test.

ii. Determine the appropriateness of the wording of the NPVR and ISAPT' and to;

iii. Find the reliability of the NPVR and ISAPT.

3.5.3 Reliability of the instrument

A pilot study was carried out to determine the reliability co-efficient of the non-projected visuals resources (NPVR) and Islamic Studies Academic Performance Test (ISAPT). To establish reliability for this instrument, test re-tests reliability methods of an interval of two weeks were administered in two occasions. Twenty JSS 3 Islamic Studies students from two of the population schools (GJSS Gwamai and GGJASS Kunnawa), but out of' the sample schools randomly selected was purposively used. The reliability co—efficient of the test re-test scores was computed by means of Pearson Product Moment Correlation Coefficient (PPMCC). A reliability co-efficient of r=0.86 for ISAPT' was obtained (see appendix V). Items found to be vague or not

properly responded were modified. Instructions on how to answer the questions was read and explained to the students by the researcher. That was done to ensure that, the students answer the items (that is test items ISAPT) carefully, problems and difficulties arising from the pilot study were carefully noted in order to improve upon the final instruments. The researcher with the help of his research assistants conducted the test re-test. The test was administered once.

3.6 Procedures for Data Collection

The procedures involved in carrying out the experiment are in five steps:

Step one: From the Department of Educational Foundations and Curriculum, introductory letters were collected and addressed to the where the research was conducted, that is Ministry of Education, Senior Secondary Schools Management Board, Danbatta Zonal Education and the three sampled schools.

Step two: Permission was sought out from the authorities above by serving them with the introductory letters for their documentation. Secondly, permission were sought from the schools involved in the study to the use of their Students and their time to use a lesson period twice (double period) for a period of six weeks in the experimental and control schools. In each of the schools stratified randomly selected, the researcher tried to familiarize with the career masters/counselors of the schools for their support and assistance in the study.

Step three: The two groups of the respondents that are the experimental and the control groups were given an instrument to respond to as pre-test. The pre-test of the two groups were conducted for the purpose of comparisons their academic performance and their entry behavior in the Islamic Studies subject.

Step four: The experimental groups of both urban and rural were exposed to treatment. That is learning with Non-projected visual resource in which the researcher, who was an instructor, tailored his teaching strategies to student responses and encourages students to analyze, interpret, and predict information. The researcher also relied heavily on open-ended questions and promotes extensive dialogue among students. While the controls group of urban and rural areas received their lesson with conventional method by the researcher assistants, whom were the Islamic Studies teachers in the respective schools, delivered then lesson the conventional lecture

method which of course, is a teacher centered method. Verbal presentations and note given strategy was adopted during each of the instructional delivery. The duration of the lesson of both experimental and control groups in the urban and rural schools last for three weeks. Then later the control groups of urban and rural schools received lesson with conventional method for three weeks too. This is in order to answered research question 3 mentioned in 1.4, chapter. The topics for the instructions were extracted from the syllabus of JSS 3 class. The whole Treatment period covered six weeks.

Lesson plan: Sequential lessons plan were developed by the researcher for used during treatment (appendix I and II). The lesson plan for each lesson was prepared. The topic was broken into achievable behavior objectives. The lesson plan was given to Islamic Studies teachers and experienced classroom teachers for validation iii order to examined the; Clarity and appropriateness of the lesson objectives, Conformity of the instructional method and appropriateness of the instructional materials.

Step five: After completion the treatment on experimental and control groups. Post-test was administered by the researcher and his assistance. The students' of both the experimental and control groups wrote post-test on.

During administrating the instrument, the researcher and his assistance distributed the ISAPT to the students' instructs them to read the written instructions thoroughly before attempting to answer the questions. Any additional information was given to the students' prior to the commencement of the test. That was helped in reducing an unnecessary interruption during conducting the test. At the expiration of the time allocated for the test, the answer scripts were collected, marked by the validation panels mentioned in 3.6. The students' scores of the two group and scored using marking scheme designed by the researcher and validated (experimental and control) were recorded separately which was then used for analysis of the Study. These data collection was done within the period of first term in 2014-2015 sessions.

3.7 Procedures for Data Analysis

The data collected for this study were used to test the hypotheses and answer the research questions, the level of significant for rejection or retention of the stated hypotheses is at $p<0.05$. To test the hypotheses, independent t-test statistical tool was

used. While to answer research questions 1, 2, and 3, mean and standard deviation was used. Both the hypotheses and the research question were analyzed using IBNT SPCS 20.0 software.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

In this chapter, the analysis of data the result obtained was presented. The chapter presented the demographic data of the respondent by gender and school location. Then they were analyzed and addressed research questions using mean and standard deviation essentially involved. Then statistical testing of the hypotheses was done.

4.2 Demographic Characteristics of the Sample

Demographic characteristics shows number of the sample used, their percentage, genders and ages. From the demographic data, the researcher has find out the percentage of all participants in the in the experimental and control groups based on their gender.

Table 4.1 Distribution of Experimental Group of Students Based on Gender

Gender	Number	Percentage
Male	85	66.7
Female	37	33.3
Total	**122**	**100%**

This study of experimental group was made up of 122 students. Where 85 were male students while 37 were female students, showing that the percentage of male is above that of the female. The male are 66.7% while female are 33.3%.

Table 4.2 Distribution of Control Group of Students Based on Gender

Genders	Number	Percentage
Male	85	66.7
Female	37	33.3
Total	**122**	**100.0%**

The control group was made up of 122 students. Where 85 were male students, while 37 were female students, showing that the percentage of male is higher than that of the female. The male are 66.7% while female are 33.3%.

Table 4.3 Distribution of Experimental Group of Students Based on Locations

Locations	Number	Percentage
Urban	46	33.3
Rural	76	66.7
Total	**122**	**100.0%**

This study of experimental group was made up of 122 students. Where 46 were urban students while 76 were rural students, showing that the percentage of male is above that of the female. The rural are 66.7% while urban are 33.3%. For the control group, they are all from where is considered as rural areas.

4.3 Response to the Research Question

Research Question 1: What is the difference between the academic performance of experimental group taught with non-projected visual resources and control group taught with lecture method in learning Islamic studies?

Research Question 1 was analyzed using mean and standard deviation analysis and the result is summarized in Table 4.4.

Table 4.4 Comparism between Experimental and Control Group of post tests

Group	N	Mean	Std. Deviation
Experimental	122	82.70	13.61
Control	118	59.60	13.62

Table 4.3 revealed the performance Experimental and Control Groups. The mean score and standard deviation of experimental group were 82.70 and 13.61 while the control group's scores yielded 59.60 and 13.62 respectively. This shows that, the

difference in mean and standard deviation scores was as a result of the use of Non-projected visual resources as instructional material utilized in teaching the experimental group. Hence the utilization of non-projected visual resources in teaching Islamic studies yielded positive effect that brought about high performance in learning of Islamic studies.

Research Question 2: What is the difference on the academic performance between male and female students of the experimental group on the effectiveness of non-projected visual resources used in learning Islamic studies?

Research Question 2 was analyzed using Mean and standard deviation analysis and the result is summarized in Table 4.5.

Table 4.5 A Comparism of performance between Male and Female students

Group	N	Mean	Std. Deviation
Male	85	85.66	11.93
Female	37	76.78	14.94

In attempt to answer the research question 2, regards to gender. The mean scores for the male students are 85.66 while the female students mean scores is 76.78. The standard deviations of them were 11.93 and 14.94 respectively. This confirmed the scores of male students is higher than that of the female students.

Research Question 3: What is the difference between the academic performance of students taught with non-projected visual resources located in the urban area and that of those in the rural area in learning Islamic Studies?

Research Question 3 was analyzed using Mean and standard deviation analysis and the result is summarized in Table 4.6

Table 4.6 A Comparism of Performance of Urban and Rural Students of Post-test.

Group	N	Mean	Std. Deviation
Urban	46	91.58	91.58
Rural	76	78.26	78.26

The table 4.6 revealed the performance of experimental group taught with non-projected visual resources located in the urban and rural areas. The mean scores and standard deviation of students located in the urban were 91.58 and 6.59 while that of rural mean scores were 78.26 and 78.26 respectively. The students in the urban area had higher mean scores than those in the rural area.

4.4 Hypotheses Testing

$H0_1$: There is no significant difference between the academic performance of' students taught with non-projected visual resources and those students taught with lecture method in learning Islamic studies. The Hypothesis one was tested using independent t-test analysis and the result is summarized in Table 4.7.

Table 4.7 A t-test Analysis for Experimental and Control Group

Group	N	Mean	SD	t-value	df	p-value	Decision
Experimental	122	82.70	13.61				
				13.141	238	0.001	Reject H0
Control	118	59.60	13.62				

The result of the analyses in table 4.4 has shows that the mean scores of experimental group is 82.70 and control group is 59.60, the **t** calculated is= 13.141, degree of freedom is 234 at P<=0.05. Thus null hypothesis is rejected. This means that the utilization of non-projected visual in teaching Islamic studies with the experimental group has significant effect on the student's performance; since the experimental group performance was better than the control group. The null hypothesis was therefore rejected.

$H0_2$: There is no significant difference in the academic performance between male and female of experimental students on the effectiveness of non-projected visual resources used in learning Islamic studies. The result of analysis of hypothesis two is summarizing in table 4.8.

Table 4.8. A t-test Analysis for Experimental Male and Female students

Gender	N	Mean	SD	t-value	df	p-value	Decision
Male	85	85.66	11.93				
				3.531	118	0.001	Reject H0
Female	37	76.78	14.94				

Analysis in table 4.8 has shows that the t calculated is 3.531and the degree of freedom of 118 at 0.05 level of significance. The mean and standard deviation were 85.66 and11.93 for male while 76.78 and 14.94. are for female students respectively, the p-value is less than 0.05 level of significance, therefore, null hypothesis is rejected.

$H0_3$: There is no significant difference between the academic performance test of experimental group taught with non-projected visual resources located in urban and rural areas in learning Islamic studies.

Hypothesis three was tested using independent t-test analysis and the result is summarized in Table 4.9.

Table 4.9. A t-test Analysis for Students in Rural and Urban Area

School Location	N	Mean	SD	t-value	df	p-value	Decision
Urban	46	91.58	6.68				
				5.68	118	0.000	Reject H0
Rural	76	78.26	14.06				

Analysis in table 4.9 has shows that the t calculated is 5.68 and the degree of freedom of 118 at 0.05 level of significance. The mean and standard deviation were 91.58 and 6.59 for urban, 78.26 and 14.06 for rural areas respectively. The p-value of 0.001 is less than 0.05 level of significant. Therefore, the null hypothesis is rejected.

4.5 Summary of the major findings

The following are the summary of the major findings:
(i) Utilization of non-projected visual resources had significant effects on student performance in Islamic studies in junior secondary school in Dawakin Tofa local government area of Kano state.

(ii) Male students performed better than female students when taught Islamic studies with Non-projected visuals resources.

(iii) Students in the urban areas performed better than their counterpart in the rural areas when taught Islamic studies with Non-projected visuals resources.

4.6 Discussion of the major findings

The data collected and analyzed were based on academic performance of students in learning Islamic studies subject using academic performance test (APT). These were analyzed according to the demand of the research question, hypotheses formulated and the design of the study. The discussion of the result are as follows: The result from Table 4.3 shows that there is significant differences in the mean scores of students in the experimental group and control group. The analyses and result of this study showed that the experimental group had higher mean scores than the control group in the post-test. This finding indicates that the non-projected visual utilization has positive effects on student's academic performance in learning Islamic studies. This implies that the key component found in Non-Projected Visual when Utilized collectively are more effective than conventional learning methods in enhancing students academic performance. This finding is in lines with the work of Erickson (2007), in which it discovered that Non-Projected visuals resources utilization greatly improves student's academic performance and helps them to be aware and active in learning and make meaningful connection between prior knowledge, new knowledge and the processes involve in learning.

The result obtained from comparing the male and females students as shown in Table 4.5 indicates that there was no significant different between the academic performance of male and female students in the post test mean scores when expose to Non-projected visuals in learning Islamic studies. This implies that the use of Non-projected visuals utilization is a gender friendly, meaning that both male and female

benefits equally from the use of Non-projected visuals utilization. This is in line with the study of Abaegbu (1999) whose research indicated that, there is no significant different in academic performance of male and female students. It also in collaboration with the study of Eze (2009) where in his study concluded that, boys and girls when taught together under the same condition show comparatively equal performance level.

Similarly, findings have also been reported by Tobin (2003) and Tallin (2006) who independently reported that boys are not better girls in terms of educational performance, after they had independently carried out studies on sex differences and student's performance at the secondary school levels. A major importance of these findings is that Non-projected visuals utilization is a gender friendly.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presented the summary of the entire work and further discussed the following sub-heading: Summary, Conclusion, Recommendations, Limitation, and Suggestion for further studies.

5.2 Summary

This segment summarizes the effect of non projected visual resources utilization on the academic performance of student in Islamic studies in junior secondary school of Dawakin Tofa Local Government of Kano State. The study also examined the influence of gender on students' performance. To give a sense of direction to the study, three research questions were asked and three hypotheses were formulated and tested at $p < 0.05$. The researcher reviewed a lot of related literature. The review showed, among other things, that some works were done on the effect of non projected visual resources utilization on the academic performance of student but none were done in Islamic studies in junior secondary school in Kano State. Moreover, the research used quasi experimental, pre-test, post test non-equivalent control group. In carrying out the study, the researcher used all the eight thousand nine hundred and seventy nine students in junior secondary schools in Kano Stale as the population for the study.

Purposive sampling was used in sampling. Three schools male and female schools from urban and rural area respectively. One hundred and twenty (122) students from the three schools were sampled by balloting to the groups, experimental and control, were used as the sample for the study.

All the groups were pre-tested before the experiment; post tested after the experiment for six weeks using ISAPT. The Instruments used for data collection was: Islamic Studies Academic Performance Test (ISAPT). The instrument was developed by the researcher and validated by the expert in the faculty of education ABU Zaria. The instrument was also pilot tested. Data collected were used to establish the reliability of tests. Internal consistency and reliability estimate of 0.6 was computed for the ISAPT

using person product moment correlation co-efficient (PPMCC) formula. The data generated from the study were used in computing means and standard deviation and T-test was used to test the hypotheses at a significance level of p 0.05. In the light of the discussion of the study findings, it was recommended that teachers, the analysis showed that: The use of Non-projected Visual method as a learning method was a significant factor in student's performance. Gender was not a significant factor in the students' performance, students and those in the teaching field should be made to understand how to use non projected visual resources utilization. It was also suggested that seminars, workshops and conferences should be organized by Ministry of education and professional bodies to acquaint and re-orient teachers with skills of non-projected visual resources utilization. Based on the findings of this study, it was concluded that Non-projected Visual method should be employed in teaching and learning process as a means of improving students' academic performance of Islamic Studies.

5.3 Conclusion

The following conclusions are drowning based on the findings of this study. Students exposed to non-projected visual resources utilization performed significantly better in Islamic studies than those exposed to the lecture method of learning instruction. Also, non-projected visual resources utilizations gender-friendly in enhancing the performance of male and female students in Islamic Studies. The schools locations are also considered throughout the research.

Generally, non-projected visual resources utilization has the potentials of enhancing Islamic Studies students' performance. Using this method of learning for the improvement of students' performance Islamic Education at the JSS level is therefore welcome idea.

5.4 Recommendations

The following are recommendations based on the findings of this study:

(i) The study indicates that the use of non-projected visual resources enhances better performance; therefore the use of non-projected visual resources should be encouraged for teaching Islamic Studies at Junior Secondary schools. The curriculum

developer should include the use of non-projected visual resources in teaching learning activities especially Islamic studies subject.

(ii) Teachers should attend on regular basis in-service utilization of non projected visual resource as teaching materials oriented training workshop to keep abreast of new equipment and skills development. Efforts should be made by schools, local and state government to have a functional resources centre for training of teachers.

(iii) Education stake holders should donate instructional material to schools to improve the quality of education in Nigeria. Based on the findings in gender, parents, and Kano state government should encourage female students in learning Islamic. Studies.

5.5 Limitations of the Study

The following were the limitations of this study:

1) The sample used for this study was limited only to three schools out of twenty one secondary schools Dawakin Tofa Local Government area, Kano state. The study was also only limited to the concept of Hajj, its origin, pillars and kinds of hajj not other Islamic concept. This therefore, limited the study and generalization could not be made other concept in Islamic studies.

2) The educational resources were also limited to non-projected visual types of resources and this limited the study to other types of educational resources that are used in Islamic studies lessons.

3) The students were not familiar with the teaching materials used for the study. A lot of explanation or orientation was done on uses of these materials. The excitement of the students while utilizing the materials, some their attention were carried by mere touching the instructional materials (non-projected visual resources). This might affect student performance as well as their academic achievement as it represents a factor that was difficult for the research to control.

4) The schools used for this study are public secondary schools; other types of schools such as private-owned schools have no opportunity of being included. This might affect the scope of generalization made on the findings as it affects the population of the study.

5.6 Suggestion for Further Studies

From the findings of this study, due to the nature of the research design, time constraints and finance, the following suggestion are proposed for further research:

1) That the same study could be carried out in Islamic studies concepts but using more schools in order to be able to generalize the findings.

2) The impact of educational non-projected visual resources on academic performance of students in Islamic studies could be investigated further. The use multiple subjects could also be probed.

3) The same study can be carried out using a pre-experimental design without control group.

4) The effect of educational non-projected visual resources on the academic performance of students in other subjects could be researched in primary schools or in higher institutions of learning

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APPENDICES

APPENDIX I

LESSON PLAN ON UTILIZATION OF NON-PROJECTED VISUALS

FIRST WEEK:

METHOD OF TEACHING: UTILIZATION OF NON-PROJECTED VISUALS
SUBJECT: Islamic studies

CLASS: JSS III

SUBJECT: Islamic Studies

TOPIC: Hajj

SUB-TOPIC: The Origin of Hajj

DURATION: 45minutes

BEHAVIORAL OBJECTIVES: By the end of the lesson, student should be able to:

1) Traced the origin hajj
2) Mention the prophet who build the Ka'abah
3) Mention and explains the son of the prophet and the incidence of the sacrifice

INSTRUCTIONAL MATERIAL: Cardboard, Pictures, Drawing posters, graphs carrying the places of hajj i.e. Description of where hajj start and where it ends.

PREVIOUS KNOWLEDGE: It is expected that all students in the class has aware of hajj (the pilgrimage to Makah), because they are all Muslims and had experience people going to hajj either in their neighbors or probably in their house.

INTRODUCTION: The Teacher introduces his lesson by using questions to find out from the students that: what is the origin of hajj in Islam? Where did the Muslims perform hajj? After the students responded the teacher proceed to the presentation.

PRESENTATION: The teacher presents his lesson step by step.

Step (I):- The teacher starts his lesson by explaining the origin of hajj, and the story of the Prophet Ibrahim with his son on how they build the Ka'abah

Step (II):- The teacher will give the account of the story of Prophet Ibrahim and his concubine and the story of how Makka came to be

Step (III):-The teacher will explains how the issue of Sacrifise happens and how his son Ismail is rescued by God in His infinite mercy.

EVALUATION: The teacher will evaluate lesson by asking his students the following questions:

1) Explain the origin hajj
2) Mention and explain the prophet who build the Ka'abah

3) Mention and explains the son of the prophet Ibrahim and the incidence of the sacrifice

SUMMARY OF THE LESSON: The teacher will summarizes his lesson briefly and vividly, with little explanation on origin of hajj in regards to Prophet Ibrahim

ASSIGNMENT: Here the students are expected to take some note especially the key ones. Homework is also given bellow:

Briefly explain what happen during the delivery of Prophet Ismail

SECOND WEEK*:*

METHOD OF TEACHING: UTILIZATION OF NON-PROJECTED VISUALS
SUBJECT: Islamic studies

CLASS: JSS III

SUBJECT: Islamic Studies

TOPIC: Concept of Hajj, and its types

DURATION: 45minutes

BEHAVIORAL OBJECTIVES: By the end of the lesson, student should be able to:

4) Explain the term hajj in Islam
5) List three types of hajj
6) Differentiate between three types

INSTRUCTIONAL MATERIAL: Cardboard, Pictures, Drawing posters, graphs carrying the places of hajj i.e. Description of where hajj start and where it ends.

PREVIOUS KNOWLEDGE: It is expected that all students in the class has aware of hajj (the pilgrimage to Makah), because they are all Muslims and had experience people going to hajj either in their neighbors or probably in their house.

INTRODUCTION: The Teacher introduces his lesson by using questions to find out from the students that: what is hajj in Islam? Where did the Muslims perform hajj? Who among the Muslims that hajj is obligatory upon them? After the students responded the teacher proceed to the presentation.

PRESENTATION: The teacher presents his lesson step by step.

Step (I):- The teacher starts his lesson by explaining the origin of hajj, defining term hajj in Islam, where hajj it perform around Makah and who among the Muslims that hajj is obligatory.

Step (II):- The teacher will bring the three categories of hajj:

(1) Ifrad (hajj alone)
(2) Tamatu'i (separating hajj and umrah)
(3) Qirani (combining hajj and umrah)

Step (III):- The teacher will briefly explain the three categories and their differences; Ifrad- is a kind of hajj that is performing alone without attaching with umrah. The pilgrims will only perform hajj and comes bark home without combining or separating hajj and umrah (leaser hajj). Tamatu'i- is a kind of hajj that is perform in separate with umrah, the pilgrims will intend umrah first and remove Ihram, later he/she will comes to intend for hajj when its time due. Qirani- is a kind of hajj that is combining hajj and umrah with the same Ihram and intend at the beginning.

NOTE:- Umrah is a kind leaser hajj that can be perform any time of the year, its not obligatory and as well its not condition as hajj. Umrah is a superigatory aspect of hajj which is advice for the pilgrim to perform whenever he/she visited Makah or at any privilege time.

EVALUATION: The teacher will evaluate lesson by asking his students the following questions:

1) Explain the term hajj in Islam
2) List three types of hajj
3) Differentiate between three types

SUMMARY OF THE LESSON: The teacher will summarize his lesson briefly and vividly, with little explanation on hajj and its types as a form of revising the whole lesson.

ASSIGNMENT: Here the students are expected to take some note especially the key ones. Homework is given bellow:

(1) Which of the month of Islamic calendar that hajj is performing?
(2) Give the differences that exist between the three types of hajj.
(3) What are the differences between hajj and umrah?

THIRD WEEK

METHOD OF TEACHING: UTILIZATION OF NON-PROJECTED VISUALS
SUBJECT: Islamic studies

CLASS: JSS III

SUBJECT: Islamic Studies

TOPIC: Pillars of Hajj

BEHAVIOURAL OBJECTIVES: By the end of the lesson, student should be able to:

(1) Mention at least three pillars of hajj
(2) Explain at least one of the pillars of hajj
(3) Demonstrate the act of Tawaf or Sa'ay (Safa and Marwa)

INSTRUCTIONAL MATERIAL: Cardboard, Pictures, Drawing posters, graphs carrying the places of hajj i.e. Description of where hajj start and where it ends and two piece of white wrappers as a sample of Ihram.

PREVIOUS KNOWLEDGE: The students previously have an ideas about concept Hajj and its types

INTRODUCTION: The lesson were introduces by the teacher through asking the students question in regards to the previous lesson on hajj and its types.

PRESENTATION: The teacher presents his lesson step by step

Step (I) The teacher will start his presentation by bringing the five pillars of hajj:

(1) Ihram (2) Arafat (3) Tawaf (4) Sa'ay (5) Ramyul-Jamr. And the teacher proceeds in this step with the Ihram. Ihram is a kind of two wrappers wears by men and women wears their cloth at the beginning of hajj that at the starting point of hajj. The reason behind the simple dress is for the purpose of uniformity and unity of the Muslim

Step (II) The teacher will bring the next two pillars; Arafat and Ramyul-Jamr. Arafat is the second step hajj which it use to be done on the ninth day of Zhul-hijjah, pilgrims will be gathered at the Arafat throughout the day till the next morning. And Ramyul-Jamr is a kind of act by the pilgrims of throwing the stones to the three Jamrah. All pilgrims are expected to throw twenty one (21) stones, each Jamrah are expected of a pilgrim to throw seven (7) stones, each throwing the pilgrims is expected to say Attakbir (Allahu-Akbar), and after each throwing the pilgrim will make a step before throwing another seven stones.

Step (III) The teacher will bring the other two pillars; Tawaf and Sa'ay. Tawaf is kind of act that the pilgrims will circumambulates (going-round) the Ka'abah seven time, and while going-round the Ka'abah all pilgrims are expected to be saying "Labbaikallahummah-Labbaikh, Innal Hamdah Wanna'amata, Lakawal-mulkh, Lasharikha-lakh." Tawaf has three kind: (1) Tawaful-Quddum (Tawaf of arrival), (2)Tawaful-Ifadha (Main Tawaf) and (3)Tawaful-Wada (Fare-well Tawf). Sa'ay is a kind rushing from Safa and Marwa seven times. Sa'ay is one of the pillars of hajj which took place after the Arafat and Tawaf, it is a struggle from Safa and Marwa as drive from history of the wife the prophet Ibrahim (AS) Hajarah, she use to strive from Safa and Marwa looking for water.

Step (IV) The teacher will bring "the condition governing hajj." The conditions are as follows:

-A pilgrim must be of good health and mentally sound
-A pilgrim must be financially capable
-A pilgrim must poses all the needed security (to be secured)

NOTE: The teacher will briefly explain the black-stone which is very close to Ka'abah.

EVALUATION: The teacher will evaluate the lesson by asking his students the following questions:

(1) Mention at least three pillars out of the rest
(2) Explain at least one of the pillars
(3) Demonstrate the nature of Tawaf and Sa'ay (Safa and Marwa)

SUMMARY OF THE LESSON: The teacher will summarizes his lesson briefly and vividly and ask the students tom copy the note from the board

APPENDIX II

LESSON PLAN ON CONVENTIONAL METHOD

FIRST WEEK:

METHOD OF TEACHING: CONVENTIONAL METHOD

SUBJECT: Islamic studies

CLASS: JSS III

TOPIC: Hajj

SUB-TOPIC: The Origin of Hajj

DURATION: 45minutes

BEHAVIORAL OBJECTIVES: By the end of the lesson, student should be able to:

4) Traced the origin hajj
5) Mention the prophet who build the Ka'abah
6) Mention and explains the son of the prophet and the incidence of the sacrifice

INSTRUCTIONAL MATERIAL: Chalk Board

PREVIOUS KNOWLEDGE: It is expected that all students in the class has aware of hajj (the pilgrimage to Makah), because they are all Muslims and had experience people going to hajj either in their neighbors or probably in their house.

INTRODUCTION: The Teacher introduces his lesson by using questions to find out from the students that: what is the origin of hajj in Islam? Where did the Muslims perform hajj? After the students responded the teacher proceed to the presentation.

PRESENTATION: The teacher presents his lesson step by step.

Step (I):- The teacher starts his lesson by explaining the origin of hajj, and the story of the Prophet Ibrahim with his son on how they build the Ka'abah

Step (II):- The teacher will give the account of the story of Prophet Ibrahim and his concubine and the story of how Makah came to be.

Step (III):-The teacher wills explains how the issue of Sacrifices happens and how his son Ismail is rescued by God in His infinite mercy.

EVALUATION: The teacher will evaluate lesson by asking his students the following questions:

7) Explain the origin hajj
8) Mention and explain the prophet who build the Ka'abah
9) Mention and explains the son of the prophet Ibrahim and the incidence of the sacrifice

SUMMARY OF THE LESSON: The teacher will summarizes his lesson briefly and vividly, with little explanation on origin of hajj in regards to Prophet Ibrahim

ASSIGNMENT: Here the students are expected to take some note especially the key ones. Homework is also given bellow:

Briefly explain what happen during the delivery of Prophet Ismail

SECOND WEEK*:*

METHOD OF TEACHING: CONVENTIONAL METHOD

SUBJECT: Islamic Studies

CLASS: JSS III

TOPIC: Concept of Hajj, and its types

DURATION: 45minutes

BEHAVIORAL OBJECTIVES: By the end of the lesson, student should be able to:

10) Explain the term hajj in Islam
11) List three types of hajj
12) Differentiate between three types

INSTRUCTIONAL MATERIAL: Chalk Board

PREVIOUS KNOWLEDGE: It is expected that all students in the class has aware of hajj (the pilgrimage to Makah), because they are all Muslims and had experience people going to hajj either in their neighbors or probably in their house.

INTRODUCTION: The Teacher introduces his lesson by using questions to find out from the students that: what is hajj in Islam? Where did the Muslims perform hajj? Who among the Muslims that hajj is obligatory upon them? After the students responded the teacher proceed to the presentation.

PRESENTATION: The teacher presents his lesson step by step.

Step (I):- The teacher starts his lesson by explaining the origin of hajj, defining term hajj in Islam, where hajj it perform around Makah and who among the Muslims that hajj is obligatory.

Step (II):- The teacher will bring the three categories of hajj:

(4) Ifrad (hajj alone)
(5) Tamatu'i (separating hajj and umrah)
(6) Qirani (combining hajj and umrah)

Step (III):- The teacher will briefly explain the three categories and their differences; Ifrad- is a kind of hajj that is performing alone without attaching with umrah. The pilgrims will only perform hajj and comes bark home without combining or separating hajj and umrah (leaser hajj). Tamatu'i- is a kind of hajj that is perform in separate with umrah, the pilgrims will intend umrah first and remove Ihram, later he/she will comes to intend for hajj when its time due. Qirani- is a kind of hajj that is combining hajj and umrah with the same Ihram and intend at the beginning.

NOTE:- Umrah is a kind leaser hajj that can be perform any time of the year, its not obligatory and as well its not condition as hajj. Umrah is a superigatory aspect of hajj which is advice for the pilgrim to perform whenever he/she visited Makah or at any privilege time.

EVALUATION: The teacher will evaluate lesson by asking his students the following questions:

4) Explain the term hajj in Islam
5) List three types of hajj
6) Differentiate between three types

SUMMARY OF THE LESSON: The teacher will summarize his lesson briefly and vividly, with little explanation on hajj and its types as a form of revising the whole lesson.

ASSIGNMENT: Here the students are expected to take some note especially the key ones. Homework is given bellow:

(4) Which of the month of Islamic calendar that hajj is perform?
(5) Give the differences that exist between the three types of hajj.
(6) What are the differences between hajj and umrah?

THIRD WEEK

METHOD OF TEACHING: CONVENTIONAL METHOD

SUBJECT: Islamic studies

CLASS: JSS III

TOPIC: Hajj

SUB-TOPIC: Pillars of Hajj

BEHAVIOURAL OBJECTIVES: By the end of the lesson, student should be able to:

(4) Mention at least three pillars of hajj
(5) Explain at least one of the pillars of hajj
(6) Demonstrate the act of Tawaf or Sa'ay (Safa and Marwa)

INSTRUCTIONAL MATERIAL: Chalk Board

PREVIOUS KNOWLEDGE: The students previously have an ideas about concept Hajj and its types

INTRODUCTION: The lesson was introduces by the teacher through asking the students question in regards to the previous lesson on hajj and its types.

PRESENTATION: The teacher presents his lesson step by step

Step (I) The teacher will start his presentation by bringing the five pillars of hajj:

(1) Ihram (2) Arafat (3) Tawaf (4) Sa'ay (5) Ramyul-Jamr. And the teacher proceed in this step with the Ihram. Ihram is a kind of two wrappers wears by men and women wears their cloth at the beginning of hajj that is at the starting point of hajj. The reason behind the simple dress is for the purpose of uniformity and unity of. the Muslim

Step (II) The teacher will bring the next two pillars; Arafat and Ramyul-Jamr. Arafat is the second step hajj which it use to be done on the ninth day of Zhul-hijjah, pilgrims will be gathered at the Arafat throughout the day till the next morning. And Ramyul-Jamr is a kind of act by the pilgrims of throwing the stones to the three Jamrah. All pilgrims are expected to throw twenty one (21) stones, each Jamrah are expected of a pilgrim to throw seven (7) stones, each throwing the pilgrims is expected to say Attakbir (Allahu-Akbar), and after each throwing the pilgrim will make a step before throwing another seven stones.

Step (III) The teacher will bring the other two pillars; Tawaf and Sa'ay. Tawaf is kind of act that the pilgrims will circumumblates (going-round) the Ka'abah seven time, and while going-round the Ka'abah all pilgrims are expected to be saying "Labbaikallahummah-Labbaikh, Innal Hamdah Wanna'amata, Lakawal-mulkh, Lasharikha-lakh." Tawaf has three kind: (1)Tawaful-Qudum (Tawaf of arrival), (2)Tawaful-Ifadha (Main Tawaf) and (3)Tawaful-Wada (Fare-well Tawf). Sa'ay is a kind rushing from Safa and Marwa seven times. Sa'ay is one of the pillars of hajj which took place after the Arafat and Tawaf, it is a struggle from Safa and Marwa as drive from history of the wife the prophet Ibrahim (AS) Hajarah, she use to strive from Safa and Marwa looking for water.

Step (IV) The teacher will bring "the condition governing hajj." The conditions are as follows:

-A pilgrim must be of good health and mentally sound
-A pilgrim must be financially capable
-A pilgrim must poses all the needed security (to be secured)

NOTE: The teacher will briefly explain the black-stone which is very close to Ka'abah.

EVALUATION: The teacher will evaluate the lesson by asking his students the following questions:

(4) Mention at least three pillars out of the rest
(5) Explain at least one of the pillars
(6) Demonstrate the nature of Tawaf and Sa'ay (Safa and Marwa)

SUMMARY OF THE LESSON: The teacher will summarizes his lesson briefly and vividly and ask the students tom copy the note from the board

APENDIX III

ACADEMIC PERFORMANCE TEST (APT) BASED ON THE CONCEPT OF HAJJ, ITS ORIGIN, CONCPT, TYPES AND PILLARS

POST-TEST

INSTRUCTION:

There are two sections in this test (A and B), all section contains contains multiple choice question. You are required to circle the correct option provided in section 'A and B'

Age sex

SECTION 'A' SHORT ANSWER QUESTION;

(1) The origin of hajj started during time of prophet:
(a) Muhammad
(b) Isah
(c) Musa
(d) Yusf
(e) Ibrahim
(2) The Muslim journey to the holy land in the month of Zhul-hijja is called
(a) Safara
(b) Umrah
(c) Hajj
(d) Journey
(e) Hajah
(3) The starting point in which Muslim makes their intention and wears Ihram is called
(a) Yalamlam
(b) Mikat
(c) Zulkhulaifah
(d) Madina
(e) Masr
(4) The journey in which Muslim did in the month of Ramadan to the holy land is called
(a) Ziyarah
(b) Amarah
(c) Ishara
(d) Umrah
(e) Hajj
(5) The town which Muslims converge to perform the whole act of pilgrim is called
(a) Makkah
(b) Kufa
(c) Madina
(d) Yasrib
(e) Saqafa
(6) The act of worship which Muslim use to circumambulate the sacred room of Allah during the pilgrim is called

(a) Israi
(b) Tawaf
(c) Arafat
(d) Sa'ay
(e) Marwa

(7) The place which Muslim pilgrims go to stay outside the town of Makah in the 9th day of Zhul-hijja is called
(a) Harami
(b) Hira
(c) Arafat
(d) Marwa
(e) Ihram

(8) The sacred Room which Muslim circumambulates during the pilgrims is called
(a) Masjid
(b) Ma'arf
(c) Kabbara
(d) Ka'abah
(e) Shabbaki

(9) The process which the pilgrim struggled in rush from Safa to Marwa is called.
(a) Safa
(b) Marwa
(c) Sa'ay
(d) Ramyul-jamar
(e) Struggled

(10) The Black-stone which is very close to the sacred room is called
(a) Black-stone
(b) Cave of hirah
(c) White-stone
(d) Aswadul- hajr
(e) Hajul-Aswad

SECTION 'B' (Multiple choice question with options 'A to E) Circle the correct answer.

1) The journey to the holy land for pilgrimage is done in the done in the month of:
a. Rabiyul-auwal
b. Zhul-hajj
c. Zhul-qida
d. Safar
e. Shawwal

2) The two wrappers which pilgrims wears at the starting point of hajj is called:
a. Ihram
b. Safara
c. Tawaf
d. Hajj
e. Umrah

3) The hajj is obligatory upon all Muslim who fulfilled these conditions:
a. Sick and wealthy

b. Healthy and poorer
c. Very sick and highly rich
d. Affordable and healthy
e. Affordable but lunatic

4) The kind of hajj which the pilgrim perform hajj alone is called:
a. Hajj
b. Tamatu'i
c. Ifrad
d. Qirani
e. Umrah

5) The kind of hajj which the pilgrim perform hajj in combine with Umrah with the same Ihram is called:
a. Harami
b. Hajj
c. Tamatu'i
d. Ifrad
e. Qirani

6) The kind of hajj which the pilgrim perform hajj in combine with Umrah with the different ihram and different intention is called:
a. Ifrad
b. Tamatu'i
c. Qirani
d. Arafat
e. Sa'ay

7) The kind of Tawaf which is done at the arrival of the pilgrim is called:
a. Tawaful-Ifadha
b. Tawaful-wada
c. Tawaful-quddum
d. Tawaful-Ishara
e. Tawaful-kamla

8) The kind of Tawaf which is done at the middle of the pilgrim is called:

a. Tawaful-kamla

b. Tawaful-wada
c. Tawaful-quddum
d. Tawaful-Ishara
e. Tawaful-Ifadha

9) The kind of Tawaf which is done at the end of the pilgrim is called:

a. Tawaful-wada

b Tawaful-Ifadha
c. Tawaful-quddum
d. Tawaful-Ishara
e. Tawaful-kamla

10) The Nigerian place of intention (Miqat) is called:

a. Yalamlam

b. Madina

c. Kufa

d. Dhul-khulaifa

e. Makah

APENDIX IV

MARKING SCHEMES

SECTION ‘A’SHORT ANSWERS

(1) E
(2) C
(3) B
(4) D
(5) A
(6) B
(7) C
(8) D
(9) C
(10) E

SECTION ‘B’ MULTIPLE CHOICE QUESTIONS

1) B
2) A
3) D
4) C
5) E
6) B
7) C
8) E
9) A