EFFECTS OF MULTIMEDIA AND FIELD-TRIP INSTRUCTIONS ON PERFORMANCE AND RETENTION OF UPPER BASIC (JSS II) ISLAMIC STUDIES STUDENTS IN KADUNA STATE, NIGERIA

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DOCTOR OF PHILOSOPHY (CURRICULUM AND INSTRUCTION)

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
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ZARIA

April, 2021

DECLARATION

I hereby declared that this research work titled “Effects of Multimedia and Field Trip Instructions on Performance and Retention of Upper Basic (JSSII) Islamic Studies Students in Kaduna State” has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and the list of references provided. No part of this thesis has been previously presented for another degree at this or any other institution.

_____ _____

Lawal Abubakar Date

CERTIFICATION

This thesis entitled EFFECTS OF MULTIMEDIA AND FIELDTRIP INSTRUCTIONS ON PERFORMANCE AND RETENTION OF UPPER BASIC(JSSII) ISLAMIC STUDIES STUDENTS IN KADUNA STATE, NIGERIA byLawal ABUBAKAR meets the regulations governing the award of degree of Doctor of Philosophy in Education (Curriculum and Instruction) of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my late parents Mal. Adamu Abubakar, HajiyaDaharatuAdamu and my late elder brother Mal. Abubakar Adamu Abubakar. May Almighty Allah grant them eternal rest amin.

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ABSTRACT

This study assessed the effectiveness of multimedia and field trip instructions on the performance and retention of Upper Basic II Islamic Studies Students in Kaduna State, Nigeria. Eight (8) objectives were formulated to guide the study among which to determine the pre test and post test performance of Upper Basic Students taught Islamic Studies using multimedia instruction in Kaduna State, find out the performance of Upper Basic Students taught Islamic Studies using fieldtrip instruction and those taught using conventional instruction in Kaduna State, ascertain the retention ability of Upper Basic Students taught Islamic Studies using multimedia instruction in Kaduna State, among others. Relevant literature on multimedia and field trip instruction and approaches were reviewed. The study was carried out using quasi experimental design with target population of (10,161) Upper Basic(JSSII) Islamic Studies Students and a sample of Two Hundred and Forty-Seven (247) from three (3) intact classes was arrived at using purposive sampling technique. Data collected for the study was collected through administering pre-test and post test of Instrument which was validated by a team of experts and researcher's supervisors. The data collected was subjected to statistical analysis using Statistical package for Social Science (SPSS version 20.0). Demographic distribution of the respondent was analyzed using frequency and percentages while mean and standard deviation were used to answer the seven research questions and the corresponding hypotheses were tested using paired and independent t-test. The findings of the study among others revealed that students taught Islamic Studies using multimedia instruction had a better performance at post test than at their pre test (p-value $0.00 < 0.005$). The use of field trip instruction in teaching Islamic Studies significantly enhances the performance of students than those exposed to conventional instruction (p-value $0.00 < 0.05$). But the retention ability of Upper Basic students taught multimedia instructions and those exposed to field trip instruction was found to increase at equal rate which indicated that students in both groups had the ability to retain the content taught longer (p-value $0.072 > 0.05$). Based on the findings the study recommended among others that teacher should be encouraged to use multimedia in teaching and sufficient multimedia facilities should be provided by government to schools and Islamic Studies teachers and students should be encouraged to be involved in study trip by school and parents as this widens their horizon in observing life situations of concepts that are not possible to be observed within the four walls of classroom. Curriculum developers, school administrators and teachers should promote the integration of both multimedia instructions and field trip instruction usage in Islamic Studies curriculum.

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OPERATIONAL DEFINITIONS OF TERMS

Fiqh	Islamic jurisprudence. An area of study on Islamic moral and legal worship.
Qur'an	A holy book revealed for the guidance of Islamic believers and studied by students
Raka'ah	A unit of prayer performed by the Students.
Ruku'u	A component of Raka'ah (bending)
Salat	Prayer performed by Muslims and an act or content for this study
Sujud	A component of a Raka'ah (Prostration)
Multimedia	A combination of resources used for instruction that are in form of hardware or software, animation graphic or text
Instruction	Teaching students in the class or outside the class
Conventional	Oral explanation or presentation of the content while students remain passive listeners.
Tauhid	A study dealing with the unity of Allah as only one to worship
Hadith	Records of saying, action and silent approval of Prophet Muhammad (PBUH)
Curriculum	A latin word, combination of learning experience students are exposed to under the guidance of teacher.
Tahadhib	A study area on moral, attitude and good habit in Islam
Computer	Electronic machine operated under the control instruction
Projector	A multimedia facilities use for instruction to present content
Tarikh	A study area in Islamic Studies that deals with historical background
Relia	Real objects, events or activities
Field Trip	A process of taking learner out and give them instruction on objects events or activities that are not possible within the classroom.
Retention	Ability of the learners to retain and recall contents after instruction

LIST OF ABBREVIATIONS

PBUH	Peace be upon him
SAW	SallallahuAlaihimWasallam (Peace and Blessing be Upon Him)
NBAIS	National Board for Arabic and Islamic Studies
JSS	Junior Secondary School
UBE	Universal Basic Education
NPE	National Policy on Education
NECO	National Examination Council
ROM	Read Only Memory
CTML	Cognitive Theory of Multimedia Learning
FTI	Field Trip Instruction
QE	Quasi Experimental
NERDC	Nigerian Educational Research and Development Council
ERC	Education Resource Centre
ISMTPT	Islamic Studies Media Trip Performance Test
X_1	Treatment using Multimedia
X_2	Treatment using Field Trip
X_0	No treatment
0_1	Pre-Test
0_2	Post-Test
0_3	Post-Post Test (Retention Test)

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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Educational field trip is an integral part of the instructional programme. A good field trip provides participants with first-class hand experience related to the topic or concepts being discussed in the programme, the trip equally appear to provide unique opportunities for learning that are not available within the four walls of classroom. Field trip should be designed around specific educational objectives, it should be designed so that participants can easily make connection between the focus of the field trip and the concepts they are learning in the rest of the educational program.

The use of field trips in education is widely reported as leading students into museums, galleries, cultural production or other activities in which students gain firsthand experience similar to the hand on experience. Piaget (1970) identified field trip as very helpful aids for the transition from a concrete to more abstract level of cognition. Learning in field trip is impacted by many factors; as such it has been used as a context for teaching and learning especially in education. However, fieldtrip is any learning activity that is carried out by group of learners with teachers outside the classroom. Outdoor experiences and observations are essential part of a learner's education. Agboola and Abe (2017) stressed that it involves journey with pupils to observe and investigate situations outside classroom. Though field trip appears to make lasting impression upon the learners it involves a lot of effort, energy and time on the part of the teachers and the learners.

Field trip is a study trip taken outside the classroom to gather firsthand knowledge from a natural setting, it appears to enhance students' interest in learning for collecting information, materials for classroom lesson at the same time observe activities or phenomena not possible to

bring within the classroom. Meanwhile, it is inline that field trip is a planned exercise taking place outside the four walls of the classroom, it offers opportunity for learners to get firsthand information on people, place, activities or thing for the permanency of learning experiences (Amosa, Ogunlade and Adunni 2003). Using field trip in teaching and learning appears to lead to teacher learner interaction outside classroom, the interaction take place in a new learning environment and result in a meaningful teaching and learning process. However, since fieldtrip is a method of teaching used to obtain firsthand information in the process of observing the activities performed, it appear to enable both teachers and student to establish meaningful and productive learning both on the field and in the classroom. Omosewo (2009) stressed that fieldtrip can be used as a chance to collect data for later analysis to generate art work and stimulate discussion both on field and back at schools.

On the other hand, multimedia is a term frequently heard and discussed among educational technologists today, unless clearly defined, the term multimedia can alternatively mean the development of computer based hardware, software packages produced on a mass scale and yet allow individualized use and learning. In essence multimedia merges multiple levels of learning facilities into an educational tool that allows for diversity in curricula presentation. Instructional systems and educational technology have been gaining great attention by educators in order to enhance students learning. Educators have become aware of the benefits and short-comings of various methods used to provide instruction, training students and the possible benefit of educational technologies; thus educators have been adapting their curricular to take advantage of new instructional methods (Feinstein, Raab&Stefarelli 2005).

Multimedia resources appear to allow teachers to integrate text, graphics, animation and other media into one package to present comprehensive information for their students to achieve

specified course outcomes. Laura (2008) asserts that instructional media-based instruction can be efficient and effective for three reason; it is self-faced learning; the individualized pace of the learning allows students to break down group. Instructional setting, it include video/audio production and projector for presentation with the course material through less bridging effort between the learner and the information being processed and lastly; it provide autonomy in the learning process, self-regulated instruction shifts the sense of responsibility for the instructor (Teacher) to the learner.

Beside potential advantages to students multimedia resources formats may offer benefits to instructors teaching multisession courses because this type of formats ensures uniformity in the teaching content across the sections. Multimedia as the exciting combination of computer hardware and software that allows to integrate video, audio animation, graphics and text resources to develop effective presentation on an affordable desktop computer, but Philip (1990) in Abubakar (2014) opines that multimedia is characterized by the presence of text pictures, sound, animation and video. Some or all of which are organized into some colorant program. However, multimedia can be viewed as carefully woven combination of text graphic, sound and video elements. As such multimedia can be defined as an integration of multiple instructional elements (audio, video, projector and graphic text animation) into one synergetic and symbiotic whole that results in more benefiting for the end user.

Similarly, the presentation of the content be it with the use of field trip or multimedia resources has to take into consideration the content of the learning experiences that will be exposed to the learners, this is what is referred to as curriculum which according to Yusuf (2012) definedit as the totality of all planned and unplanned, guided and unguided learning experience learners are exposed to in a school setting for the purpose of attaining its educational goals.

Islamic studies as a subject contained learning experiences planned guided and exposed to students in the school setting. At the inception of 6-3-3-4 system of education Islamic studies was a core subject at the Junior Secondary Schools level but elective at Senior Secondary level, in the 2004 edition of the National Policy on Education, however, with revised edition of the policy in 2014, the subject remains core at Upper Basic level and elective at Senior Secondary School level. With this development more attention is directed to the implementation of the curriculum, this is because Islamic Studies has been made compulsory as it is part of the national curriculum in the school setting.

The researcher as a teacher gained useful experience and observed that most teachers either have no multimedia facilities or do not make effective use of these facilities. And also either they were not trained or do not effectively use varieties of methods in their teaching, thus negligence toward effective use of multimedia instructional recourses and varieties of teaching methods is common with both trained and untrained teachers.

In teacher training institutions emphasis are made on the effective and adequate use of instructional materials and varieties of instructional methods in all instructional situation during teaching practices. A student-teacher is assessed according to how effective he/she selects and use method and instructional aid in teaching specific content of a curriculum (Abubakar 2014).With the development of modern technology, teachers no longer have to rely solely on words to make their teaching more vivid, effective and meaningful at the same time teachers should not limit themselves on only one particular method for effective teaching. There are varieties of instructional facilities and numerous methods of teaching that can be used to make teaching and learning more vivid and more interesting.

In addition, the delivery of quality teaching emphasizes on coherent presentation of

instructional materials, effective use of methods and techniques as well as adequate opportunities for students involvement in integrated training. The use of effective method and techniques should be during lesson process, as such there are difference in purpose and function among strategy method and technique in teaching. Method is a systematic series of actions to achieve the objective of the learning outcome in short term. It is a way to accomplish a learning objective through organized presentation (Abdulaziz, Ibrahim & Shakar 2016). Therefore teaching method is a plan or procedure adopted to implement teaching of a curriculum in an orderly, organized and systematic manner, to ensure the teaching and learning process has been effectively implemented and meet the set objective Abdullaziz et al (2011) recommended methods for implementing Islamic education curriculum namely; field of Alqur'an the recommended methods for this field is recitation and memorization, field of Aqidah the proposed methods are discussion workshops and transforming, Field of Ibadah, the recommended methods are discussion, excursion (fieldtrip), simulation collaboration cooperative learning and teaching with computer (Multimedia). Finally, field of morality, the proposed methods are lectures, discussion, simulation and group activities. Meanwhile, this is to make teaching of Islamic studies curriculum of this nature effective and interesting.

It is the researcher's opinion that every educator and Islamic studies teachers in particular should realize the importance of multimedia instructional facilities and realize the best outcome that can be derived from the use of field trip in teaching and learning thereby making adequate use of both multimedia resources and fieldtrip in every classroom interaction.

It is the researchers' concern about lack of utilization or non-effective use of multimedia instructional facilities and fieldtrip method that motivates the researcher to undertake this research in this study. The study assessed the effect of multimedia instructional facilities and the

use of field trip instruction on the performance of Junior Secondary School Students in Kaduna State, Nigeria.

1.2 Statement of the Problem

Teaching and learning of Islamic Studies in Secondary Schools was bedeviled with multi-dimensional problems which impede successful implementation of the curriculum. At the center, the clearest problems are the teachers who are ill-equipped for the task ahead, unqualified, complexity of the curriculum, and inadequacy of instructional facilities (Abubakar 2014).

Similarly, there are cries that Islamic studies teachers are still limiting themselves to conventional methods of teaching especially the lecture method. The poor attitude of students towards a particular subject is as a result of poor teaching method used by teachers. Islamic studies as a subject in secondary schools in Nigeria face severe problems in relation to its curriculum content delivery by Islamic studies teachers (Jimoh, 1999), in Abubakar 2014).

However, it is unfortunate that Islamic studies appeared to be neglected by the learners and its content delivery by teachers has been too slow. The conventional method of teaching has been criticized for stiffing interest and creativity in students thereby limiting academic performance. In this case the researcher observed that teaching and learning of Islamic studies were dominated with teacher centered instruction which might have resulted in poor academic performance of students. The teacher centered instruction might cause the weak and slow learners working individually to give up when they get stuck, delay in completing assignment or skip them altogether or performing poorly in their continuous assessment and examination which obviously led to their engagement in examination malpractice. The teaching and learning of Islamic studies should have been with most appropriate, motivating and interesting methods that can arouse students' interest increase their curiosity and at the same time establish basis for their

academic achievement.

The examination result of 2016/2017, 2017/2018 and 2018/2019 JSSCE Islamic studies recorded by Zaria Zonal Education Division indicates that the overall performance of students was 40.6% in 2016/2017, 43.8% in 2017/2018 while in 2018/2019 it was 40.7% this result showed that student failed to tackle the questions that involves writing Arabic text, failed to explain the practical aspect of prayer (Salat) and Ablution (Wudu). These identified problems could be due to unqualifiedd teachers, insufficient knowledge of the curriculum, poor use of methodology (fieldtrip inclusive) and poor use of instructional materials (Multimedia Inclusive) by teachers. In view of the above problems this research work is set to tackle the aforementioned problems by finding out the effect of Multimedia Instructional Resources and Field Trip Instruction on the Performance of Upper Basic Islamic Studies students in Kaduna State, Nigeria.

1.3 Objectives of the Study

The followingobjectives were formulated to guide the study:

1. Determine the pre-test and post test performance of Upper Basic Students taught Islamic Studies using multimedia instruction in Kaduna State.
2. Determine the pre-test and post test performance of Upper Basic Students taught Islamic Studies using fieldtrip instruction in Kaduna State.
3. Find out the performance of Upper Basic Students taught Islamic Studies using multimedia instruction and those taught using conventional instructions in Kaduna State.
4. Find out the performance of Upper Basic Students taught Islamic Studies using fieldtrip instruction and those taught using conventional instruction in Kaduna State.
5. Compare the performance of Upper Basic students taught Islamic Studies using

multimedia and those taught using field trip instructions in Kaduna State.

6. Ascertain the retention ability of Upper Basic Students taught Islamic Studies using multimedia instruction and those taught using conventional instruction in Kaduna State.
7. Ascertain the retention ability of Upper Basic Students taught Islamic Studies using fieldtrip instruction and those taught using conventional instruction in Kaduna State
8. Compare the retention ability of Upper Basic students taught Islamic Studies using multimedia instruction and those taught using field trip instruction in Kaduna State.

1.4 Research Questions

The study intends to provide answers to the following questions.

1. What is the difference in the pre-test and post-test performance of Upper Basic Students taught Islamic Studies using multimedia instruction in Kaduna State?
2. What is the difference in the pre-test and post-test performance of Upper Basic Students taught Islamic Studies using field trip instruction in Kaduna State?
3. What is the performance of Upper Basic Students taught Islamic Studies using multimedia instruction and those taught using conventional instruction in Kaduna State?
4. What is the performance of Upper Basic Students taught Islamic Studies using field trip instruction and those taught using conventional instruction in Kaduna State?
5. What is the difference in the performance of Upper Basic Students taught Islamic studies using multimedia and those taught using field trip instructions in Kaduna State?
6. What is the retention ability of Upper Basic Students taught Islamic Studies using multimedia instruction and those taught using conventional instruction in Kaduna State?
7. What is the retention ability of Upper Basic students taught Islamic Studies using fieldtrip instruction and those taught using conventional instruction in Kaduna State?

8. What is the difference in the retention ability of Upper Basic Students taught Islamic Studies using multimedia instruction and those taught using field trip instruction in Kaduna State?

1.5 Hypotheses

In line with the research questions, the following null hypotheses were raised for this study:-

H_{01}. There is no significant difference in the pre-test and post-test performance of Upper Basic Students taught Islamic Studies using multimedia instruction in Kaduna State.

H_{02}. There is no significant difference in pre-test and post-test performance of Upper Basic Students taught Islamic Studies using field trip instruction in Kaduna State.

H_{03}. There is no significant difference in the performance of Upper Basic Students taught Islamic Studies using multimedia instruction and those taught using conventional instruction in Kaduna State.

H_{04}. There is no significant difference in the performance of Upper Basic students taught Islamic Studies using field trip instruction and those taught using conventional instruction in Kaduna State.

H_{05}. There is no significant difference in the performance of Upper Basic students taught Islamic Studies using multimedia and those taught using field trip instructions in Kaduna state.

H_{06} There is no significant difference in the retention ability of Upper Basic students taught Islamic Studies using multimedia instruction and those taught using conventional instruction in Kaduna State.

H_{07}. There is no significant difference in the retention ability of Upper Basic students taught Islamic Studies using fieldtrip and those taught using conventional instruction in Kaduna State.

H_{08}. There is no significant difference in the retention ability of Upper Basicstudents taught Islamic studies using multimedia instruction and those taught using field trip instruction in Kaduna State.

1.6 Significance of the Study

As the society is dynamic so also the system of education should be dynamic, in that case the need to select for the stake holders to be aware of the effective instructional method and instructional media in teaching and learning of Islamic studies has been of great value. However, thisstudy when published through journals, conferences, seminars, workshops or reports. Teachers, Curriculum developers, Curriculum development agencies, Federal and State Ministry of Education, students and parent will have access to it and it will be beneficial to them.

The findings will help teachers to learn the process for effective use of conventional method, field trip method and the use of instructional media resources at the sametime the result of this study will help teachers to assess their process of teaching and improve on the quality of their teaching. Similarly, the result of this study will provide other areas of curriculum that are not effectively implemented by Islamic studies teachers, this will certainly leads to improvement in such areas of curriculum for a better performance of students.

The results of this study will no doubt benefit the curriculum developers as they would make use of some aspects that are found to be element of promoting the process of using instructional media and field trip in teaching, It equally provides them with the process through which instructional media could be developed and maintained in order to enhance the teaching

and learning of Islamic studies.

Curriculum development agencies and participants in curriculum implementation will find this study very significant as they can use the result to facilitate effective teaching and learning of Islamic studies. Curriculum development agencies like Nigeria Educational Research and Development Council (NERDC), West Africa Examination Council (WAEC) National Examination Council (NECO), National Board for Arabic and Islamic Studies (NBAIS) that carry out research, discuss and disseminate findings, can use the study to facilitate effective teaching and learning of Islamic Studies curriculum will eventually lead to improvement in the member of curriculum being implemented by Islamic studies teachers.

The finding from this study will hopefully provide government; federal and state ministries of education with important knowledge for them to appreciate the need for the organizing teachers retraining through workshops seminars or issues relating to selection of relevant methods and instructional resources so as to enhance qualitative approaches for teaching and learning in schools.

On the other hand students will equally benefit from the outcome of this study as the students can make use of the outcome to imbibe the culture of good study habit in order to achieve good performance, it will also give students opportunity to acquire skills of studying, self-conscious, and interaction on their studies. Teaching of Islamic studies using instructional media resources will motivate students learning interest as well as enhance their performance.

Similarly, parent will find the finding of this study very important where they will make use of the finding to advise their children on process through which they can adopt in their learning process.

1.7 Scope of the Study

This study is on the the effect of multimedia and field trip instructions on the performance and retention ofUpper Basic Islamic Studies Students in Kaduna state.

The study was limited to three (3) Upper Basic (JSSII) in Zaria Education Zone of Kaduna state and is confined to Upper Basic II students, these were chosen because they have been sufficiently exposed to Upper Basic Islamic studies curriculum through the use of conventional method and were in the school throughout the session, the reason for selecting Zaria Educational Zone is due to the fact that the study is experimental and Zaria zone is among the biggest zone in Kaduna state.

The study focused on the following topics Prayer (Salat) and Moral lesson (Tahadhib), theresearcher determined the appropriateness of the content to the students' level, size as well as using field trip instruction and multimedia instruction.The study was carried out using field trip instruction, Television with video player and computer with projector for the Multimedia instruction in teaching the content. Three (3) schools were assigned as experimental and control groups respectively.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the literature review under the following sub headings: conceptual framework, concept of students' academic performance, concept of Islamic Studies, concept ofIslamic studies curriculum, concept of teaching method, concept of field trip, concept of multimedia instruction, concept of retention, theoretical framework, Meyer cognitive theory of multimedia, constructivist theory, Gagne theory of learning, Islamic studies education curriculum in Nigeria, instructional method of teaching, instructional material in teaching, factors to be consider before choice of teaching method, features of field trip, steps involved in conducting field trip, field trip in an educational setting, approaches in educational trip, multimedia in classroom, characteristics of multimedia ,implication of multimedia in educational setting, role of teachers in multimedia approach, problems associated with multimedia, instructional methods for teaching and learning, classification of teaching methods, teaching and learning of Islamic studies at Upper Basic II level, relevance of Multimedia resources and field trip in teaching and learning of Islamic studies, retention of the learned Islamic studies curriculum and empirical study

2.2 Conceptual Framework

Many scholars attempted to give a clear definition of Islamic Education. According to Ashraf and Hussain in Abubakar (2014) Islamic Education is concerned with giving instruction on purely theological matters such that the trainee would be able to practice the five pillars of Islam, similarly Islamic Education can simply be seen as attarbiyah Al-Islam which focused on concept of knowledge which ensured spiritual and intellectual growth of the individual. This assertion cannot stand the test of our time because it has been realized that Islamic Education is

not confined to ensuring the practice of the five pillars of Islam (Shahadat, Salat, Zakat, Sawm and Hajj) these pillars only constitute the 'Ibadat' aspect of the religion.

In Nigeria today people confused Islamic Education with Islamic Studies (Abubakar 2014), they deliberately refer Islamic Education as being synonymous with Islamic Studies which is a subject in the Nigerian Western Oriented Educational System. The difference is that Islamic Studies is an academic subject offered in a formal school setting whereas Islamic Education refers to the totality of the upbringing of an individual within the content and context of Islam, it therefore transcends the classroom setting and can be received formally and informally.

The origin of Islamic Education in Nigeria is the same as that of the origin of the religion itself, this is as a result of the religious penetration to any place or society along with its own form of education Ajidagba (2009) in Abubakar (2014) asserted that Islam predate Christianity in Nigeria, Islam is said to have come to Nigeria since in the 11^{th} century. It is however important to note that multimedia in a term frequently heard and discussed among educational technologist the term is a mix of various mass-media which are inform of print, audio or video, it may be seen as the development of software and hardware packages produced on a mass scale but yet allow individualized use and learning. In a nutshell multimedia merges multiple levels of learning into synergic educational tools which allowed for diversity in curricular delivery. Multimedia is an exciting combination of computer hardware and software that allow an individual to integrate video, animation, audio, graphics and other text resources to develop effective classroom presentation. The advent of multimedia has changed the way educators teach and students learn.

Davies and Eyo (2016), opined that with multimedia the communication of the information can be done in a more effective manner and it can be effective instructional medium for delivering information. This indicates that multimedia application offers new insights into the learning process and forces teachers to present knowledge in a new and innovative way. Multimedia in education has been extremely effective in teaching individuals a wide range of topics or curriculum content.

The teaching and learning of Islamic Studies over the years has been delivered by rote learning which makes instruction teacher centered. Hardly can vital abstract content in Islamic Studies be effectively communicated to the learners. Theoretically, they need to be taught using relevant materials and tools. Teachers in their method of teaching may have being a major source of students' poor academic performance in Islamic Studies. Most teachers prefer using chalk and talk method in presenting their lessons. Although multimedia could facilitate meaningful learning of Islamic Studies, it is rarely used, whereas this approach is considered as a good approach for improving cognitive as such a good deal of expected learning outcome is not realized in Islamic Studies as a result of non-availability of instructional materials as well as lack of effective utilization of the appropriate materials/aids.

Similarly, effective teaching and learning as well as desirable attainment of the stated instructional objectives are highly attributed to the use of effective methodology, however the use of field trip has been used to generate students interest, enhance students learning and help them acquire hands on experience. Educational psychologist, Piaget (1970) identified field trip as very helpful aids for transition from abstract to concrete level of cognition, since that period many educators have advocated the use of field trip in teaching and several researches have reported success of using field trip. Learning in field trip is impacted by many factors according

to Dewit and Storks Dieck (2008) that the structure of the field trip impact learning, prior knowledge and interests of the students' impacts learning. A successful and quality field trip requires teacher preparation and interaction yet often times teachers are not equipped to or do not provide this support.

Field trip in any learning activity that is carried out by group of learners with the teachers outside the classroom Agboola and Abe (2017). It involves journey with the pupils to observe and investigate situation outside the classroom. Through field trip it makes lasting impression upon the learners, it involves a lot of effort, energy and time on the part of the teachers and the learners. Agboola et al (2017). Using field trip in teaching and learning leads to teacher-learner interaction outside classroom. According to Abdulganiyu, Oyeronke and Adunni (2018) interaction takes place in a new learning environment and results in a meaningful teaching and learning process. Omosewo (2009) explained that field trip can be used as an opportunity to collect data for later analysis, to generate artwork and stimulate discussions both on site and back at schools.

2.2.1 Concept of Students' Academic Performance

Academic performance could be defined as a measure of students' learning outcome at the end of teaching/learning process, this can be assessed by outcome from education. Tukura (2017) defined academic performance as the measure of what a person has accomplished after exposure to educational program. Academic performance is an important educational variable that expresses the success or failure of a teaching and learning process. Many assertions have been made on academic performance Amaku (2013) saw academic performance as the scholastic standing of a student at a given moment which indicates the individuals intellectual ability, whereas Ibrahim (2015) opined academic performance as activities that ensure that goals are

consistently being met in an effective and efficient manner. The author is of the view that academic performance is the effectiveness and improvement of learners towards specific objective set to achieve. Ibrahim (2015) maintained that method of teaching, instructional materials are significant predicators of students' academic performance. In a research conducted by Harry and Newcomb (1999) cited in Mohammed (2011) on the effects of inquiry method, and the essential benefits of inquiry method, it showed that students exposed to inquiry method score higher than those students whom were taught using subject matter approach. Similarly, in a research conducted by Laura (2008) on the effect of multimedia instructional materials on students learning and their perception of the instruction, the result showed that students in the experimental group had a significant high score than students in the control group.

Also in a research conducted by Malaravili R. and Saroja D. (2016) On Evaluation of the effectiveness of field trip in the teaching and learning of Bioscience: Students pursuing an undergraduate degree program in Biomedical science were used as the sample. The result was analyzed and the outcome indicated that there is an increase understanding of the subject among students. Louis (2012) opined that performance is the ability of students to obtain high grades and standard test score in school courses particularly courses that are part of the curriculum. Pruett (2010) stressed academic performance as the level of achievement attained via the combination of inputs from students' motivation and conduct.

Academic performance in Nigeria presently in most of the secondary schools is majorly determined by grades scored from internal and external examinations. The process of scoring students in an examination is presented in such a way that failure is presented as F9, Passes are presented as D7-E8,Credit are presented as C4,C5 and C6,Very good are presented as B2-B3while Distinction is presented as A1 (Adeyemu 2008).

The researcher is of the view that academic performance is the total attitude and outcome exhibited by students towards academic instruction through the school specified programme, in which these academic results are usually determined by the total interaction between the students and the teachers, instructors or facilitators. No academic outcome is consider valid, interesting and appreciable by the parents, government teachers and other educational stakeholders unless the intellectual interaction, social interaction and moral interaction between the students and the teachers are focused on the use of students centered method, where students are considered as active participants of the lesson as well as in-cooperating appropriate multimedia instructional materials, thereby developing active participation of students and developing curiosity and interest during the interaction and conclusively acquired the desired skills and attained the instructional objectives.

However, Nigeria's educational goals have been spelt out for secondary education in the National Policy on Education, in terms of their relevance to the needs of the individual and society (NPE, 2004). Students' Academic Performance in Junior Secondary Schools in Nigeria has been observed to be witnessing a consistent decline (Duze, 2008; Nwangwu, 2008; Oderinde, 2013). Furthermore, the methodologies of teaching play a significant role in the intellectual development of students' Academic Performance through the use of various assessments and strategies of teaching style to improve students' academic performance in school subjects, i.e. Islamic Studies (ISS) to measure student's progress, skills and achievement. According to Melissa (2009), academic performances refer to how students deal with their studies and how they can cope with or accomplish different tasks given to them by their teachers. This means academic performance is the ability to study and remember facts and being able to communicate knowledge verbally or written down on paper. Therefore, intentional and targeted strategy

asinquiry method has been shown to have an important influence on students academic performance and also played a crucial role in educational attainments, because the teachers are ultimately responsible for carryout and translating policy into action through strategies and principles based on practice intentional and targeted strategies during interaction with students (Adeniyi, 2012). Moreover, in educational institutions, success is measured through academic performance or how a student meets standards set out by government policy and this can be hinged on the overall academic performance of the students.

Aubrey (2010) saw academic performance as activities that ensure that goals are consistently being met in an effective and efficient manner. He concluded by saying that, academic performance is the effectiveness and improvement of students towards specific goals set up to be achieved. Parents care for their children's academic performance because they believe that, good academic results will provide more career choice, job security and good moral behavior. The school is interested in fostering good habit for the same reason, and also by concerns about the school's reputation and the possibility of monetary aid from government.

However, academic performance in the school is evaluated in a number of ways for regular grading. Students demonstrate their knowledge by taking written and oral test, performing regulations, turning in home work and participating in class activities and discussions. The teachers evaluate in form of letter or number grades and side notes to describe how well students are doing. Cuben (2014) finds that, one way of finding what teachers' have taught over a period of time is to examine if instructional strategies can be used as teacher centered or student activity-centered or a mixture of the two at varying degrees.

Ahmad (2017) observed that, the influence of strategies of teaching and effectiveness on the learning outcome of students as measured by students' academic performance on subject of

several studies; is a significant predicator of students' academic performance. Therefore, effective use of intentional and targeted instructional strategies should produce students with higher academic performance.

Although instructional strategies of teaching strongly effect and significantly influence students' academic performance, other factors such as socio-economic background, family support and intellectual aptitude of students; personality of students, self-confidence, interest of students toward learning qualification, mystery of subject matter and teacher's experience have significant roles on students' academic performance.

Oderinde, (2013) observed that, poor academic performance of students in Nigeria has been linked to poor use of methodologies and instructional media in terms of accomplishing the teaching habits which have been attributed to poor motivation. It has also been observed that, the conditions that would make for effective teaching include the use of available strategies such as field-trips, problem solving cooperative learning and modeling direct instruction and targeted assessment peer collaboration solving and demonstration methods to teach, so that the general condition of instruction will be changed. These prevailing conditions would definitely show a negative influence on the instructional quality in public schools, which may translate to poor academic performance, attitude and value of Junior Secondary School Students.

In view of the above, the concept academic performance can varies in relation to certain criteria, thus implies that performance may be good or bad depending on whether the individual display the relevant skills in relation to the demand of what is being tested, likewise performance can be regarded as an action of an individual or group of individual when given a learning task. This portrays that if an individual has not acquired the necessary skills they may not carry out the task. In that case the performance depends on the individual's achievement. However, it is

important to note that, methods of teaching as well as relevant instructional resources certainly enhances the performance of students which lead to the attainment of the set goals, this is in line with the assertion of Jayanth, Santh & Abdullatif (2014) that leading style and pedagogical approaches have been identified as a major role on academic performance of students.

2.2.2 Concept of Islamic Studies

Islamicstudies is a subject in secondary school education. It is animportant subject that teaches Islamic fundamental which is a source through which guidance is derived. Islamic studies guide's students to believe in 'Allah' (SWT) as the creator and to have a sense of line (Adeyemi, 2016). This clearly indicates Islamic Studies as a source for learners guidance, security and motivation which will assist the learners to overcome any difficulties in the school and outside the school.

Islamic Studies as a subject taught at Junior and Senior Secondary Schools aimed at inculcating moral and spiritual virtues in the minds of learners was to grow up faithfully and accordingly with the provision of rules and teaching of Islamic religion. Islamic Studies is an inter disciplinary approach within an Islamic context with a curriculum that, provides a framework which provides the learner with a way to develop a meaningful understanding of the multiple ways in shaping his experiences (Lawal, 2012). The subject however, teaches learners obedience, discipline and proceeds knowledge is not only for maternal life but for the spiritual moral and intellectual growth. This means that learner's decisions, attitude, action and preparation in life to all sorts of areas of knowledge are guided by the precept of Islam.

Islamic studies is a subject of strategic relevant in the area of teaching which focuses on teaching the learner the right knowledge (Rammel, 2012), Islamic studies as a subject provides avenue for the learners to have knowledge of the highest order of guidance and moral education.

Meanwhile, Islamic studies can be seen as a way of knowledge pursuit, attitude values, and worship not only for this world but for the world hereafter.

2.2.3 Concept of Islamic Studies Curriculum.

The curriculum of Islamic Education in Nigeria appeared between 7^{th} to 9^{th} centuries as Muslims migrated from North to West Africa (Ahmed & Ibrahim 2014). However, the curriculum was not documented. Many attempts have been made by scholars to define Islamic Education. Olatunbosun&Tanimowo (2013) saw Islamic Education as a number of things: it can be viewed as Islamic Religion Education in which the person studies religious knowledge, starting from the Qur'an and matters of worship such as purification(*Taharah*), prayer(*Salat*), Alms giving(*Zakat*), Fasting(*Sawm)* and pilgrimage(*Hajj*). He may also learn other matters like the etiquettes of eating, drinking, dress, family relation, business transaction, criminal law and inheritance.

When Western Education came to Nigeria the development of Islamic Education was completely ignored by British Colony. It is clear that British Colony introduced formal system of education to Nigeria. Moultin (2008) stressed that it was perceived as a welcoming development in Southern Part of the country while in the Northern Nigerian it was perceived as a way of propagating Christianity to the region, thus, British Colony reluctantly added Islamic Subjects in their educational system in order to pursue the parents to enroll their children to schools. Islamic subjects were taught at the last periods in the schools. (Ahmed et al 2014).After the independence, Nigeria due to its multi region and cultural nature the curriculum of both Islamic and Christian Education were developed by Federal Ministry, The syllabi prepared students for the subject in the West African School Certificate Examination and the channel of instruction was English.

Islamic Studies as a subject is a course of study in schools that have curriculum that learners are engaged with, under the guidance of a teacher. (Yunusa 2008). The varieties of learning experiences in Islamic Studies curriculum constitute six (6) inter connected topics to be learnt by students. These included, Arabic Alphabets, Qur'an, Hadith, Fiqh, Tauhid, Sirah and Tahadhib as it contained in the 9 years curriculum published by Nigerian Educational Research Development Council (NERDC, 2007) Abuja.However, Islamic Studies curriculum has been prepared to reflect its broad concern so as to include true and balanced values in young Nigerians at an age when their mental and moral development is at a formative stage. The inner stability obtained and guiding principle will help them or to stand firm in the midst of the cross current of ideas and rapid social changes which are features of their age bracket. On the other hand, Islamic Studies can be defined as the totality of learning experiences centered on the relationship between man and his creator and between man and his fellow men. Furthermore, Yunusa (2008) sees Islam as a religion that creates a kind of direct contact between man and his creator to whom he owes his entire existence.

The concepts or topics of Islamic Studies curriculum have been broken according to aims, goals and objectives of the Federal Government of Nigeria but Islamic Studies Education according to the Federal Republic of Nigeria (FRN, 2009) therefore aimed at the following:-

a. Recognition of Allah as the creator and sustainer of the universe and the sole source of values.
b. Cultivation of the sense of gratitude to Allah and submission to his guidance and moral law, both in worship and in behavior toward other fellow men.
c. Attainment of balanced development of the individual and community by giving due weight to the physical, social, and intellectual, moral and spiritual need of man.

d. Encouraging the pursuit of useful knowledge in accordance with the saying of the Prophet Muhammad (S.A.W) who said "Searching for knowledge is a duty for every Muslim male or female" and the application of such knowledge for the benefit of humanity in the field of science and technological medicine.

e. Realizing of human right, equality and brotherhood with emphasis on practical means to achieving social, solidarity and ethnic harmony in place of greed and selfishness (9 year Basic Education Curriculum for JSI to III Islamic Studies).

Moreover, education in Islamic Science aimed to produce a cultured, well behaved, considerate, reasonable and God fearing man or woman; in other words, a discipline person. Every branch of Islamic curriculum has specific contribution to the emergence of disciplined person,that is why moral education cannot be detached from Islamic Education. It will be observed that, the aims of Islamic Studies curriculum and National Policy on Education are substantially the same.

The feature of Islamic Studies curriculum falls into six interconnected sub-divisions or branches and these are incorporated in the Secondary School curriculum. These are; The Arabic alphabets, the Qur'an, Hadith, Fiqh, Tauhid, Sirah and Tahadhib. Arabic is the language of the Qur'an, therefore, in the curriculum, students are to study some basic knowledge of Arabic to enable them read and understand the Qur'an. The Qur'an is the revealed words of Allah (S.W.T), the book of Islam and the first of guidance for a muslim in his belief, modes of worship and morality, including social, economic and political affairs. These are contained in the Junior Secondary School (JSS) or Upper Basic I-III of the Universal Basic Education programme (UBE, 2007).

The curriculum of the Qur'an needs memorization and understanding the meaning of

some short verses together with essential information about the revelation and compilation of the Qur'an, while in the senior secondary school curriculum, the Qur'an concentrates less on memorization to more issues of understanding the ideas. The 'Hadith' contains the recorded sayings and actions of the Prophet Muhammad (P.B.U.H). Their functions are to give further explanations or elaborations of the basic principle of the Qur'an and to show in some details how the Prophet practiced Islam. The curriculum here subjects students to the study of number of a 'Hadiths' from the famous collections of 'Annawawi' and the moral values contained in each of the 'Hadiths' (NBAIS, 2010).

The 'Tauhid' literally means unity and from the Islamic point of view it means oneness of 'Allah' and in English term it means theology. The curriculum deals with the teaching of God, his angels, his revelations to mankind, the accountability of man for his deeds on the day of judgment and Allah's ultimate control over his creation. 'Tauhid' is therefore, an essential component of the Islamic moral legal system. The 'Fiqh' (Jurisprudence) covers both formal worship and legal system. The formal worship are 'wudu' (ablution), 'salat' (prayer), 'Zakat' (Charity), 'Sawm' (Fasting) and 'hajj' (pilgrimage) while legal system or matters are 'Nikkah' (marriage). 'Talaq' (divorce) and 'Hudud'. The curriculum deals with spiritual, moral and social values of both formal worship and legal matters and it helps to unite the community, instill sympathy among people and arouse God's consciousness in the individual and in the community (Ali, 2016).

The 'Sirah' or 'Tarikh' refers to history or historical development of Islam and partly the life story of the Prophet and moral lessons to be learned, as well as to emulate the earliest prophets and the last prophet, the four righteous 'caliphs', the spread of Islam to West African and the contributions of the muslims to world civilization. It also covers some great Islamic

figures in the history of Nigeria. The ‘Tadhadhib’ in the curriculum places special emphasis on the field of moral and social teaching derived from the ‘Qur’an’ and the ‘Hadith’. The curriculum in this aspect includes personal cleanliness and clean habits, greetings, good manners, honesty and truthfulness. It also includes warning against the evils of bribery and corruption, stealing, alcoholism, adultery, fornication, gambling, fraud and so on (Jimoh, 2010). A curriculum can be seen as subject matter or content (Zakari 2015). In view of this, curriculum can generally be regarded as the entire program provided by the class room, school, and ministry to be exposed to students.

A curriculum is considered to be a course of study. In its traditional term, many societies have defined curriculum in similar but different ways. Yusuf (2012), defined it as the totality of all planned and unplanned, guided and unguided learning experiences learners are exposed to in a school setting for the purpose of attaining its educational goals. Ben Yunusa (2008), defined curriculum as a variety of learning experiences that pupils engage in under the guidance of teachers. In essence, the curriculum could be viewed as a composite whole including the learner, the teacher, teaching and learning methodologies; anticipated and unanticipated experiences, output and outcomes possible within a learning institution (Yusuf, 2012: 12). Curriculum is a simple program of studies; others sees it as list of subjects studied in a school but others sees it as all the learning experiences learners has under the guidance of school (Guga&Bawa, 2015:06).

In summary, curriculum can be seen as the process of building a program of learning experiences calculated to result in the attainment of set goals for a particular people. Some years back, people considered the term curriculum to be synonymous to syllabus and course description. Curriculum is used in that way when it refers to specific subjects, for example

Arabic language curriculum, French language curriculum, Geography curriculum and Islamic Studies curriculum.

2.2.4 An Overview of Islamic Studies in National Policy on Education

Islamic Studies as a course of study in secondary school has a curriculum with varieties of learning experience which has been arranged in the following manner:

1. 'Hedaya' (Guidance) consists the 'Quran', 'Hadith' and 'Tahdhib' (Moral education based on the Quran and Sunnah);
2. 'Fiqh' (Islamic law) consists of 'Tauhid' (Faith) 'Ibadat' (Worship) and 'Mu'amalat' (Human transactions); and
3. **'**Tarikh' (historical development of Islam) which consists of the following subjects; 'Sira' (life history of the holy prophet and the leadership of the four orthodox 'caliphs'), the spread of Islam to West Africa and contributions of Muslims to world civilization. Consequently, examination covers all sections of the curriculum as contain in the Islamic Studies Curriculum (NPE, 2013)

The revised Islamic Studies curriculum by NERDC (2013) has been prepared to provide the students with spiritual and academic knowledge to be able to pursue it further and be useful to the society. Consequently, the process of adding new concepts such as emerging issues, subtraction and contraction of some existing themes which eventually brought out the three major themes of curriculum viz; 'The Quran and Hadith''Tauhid and Fiqh' and 'Sirah and Tahdhib'

Interestingly, the philosophy of Islamic Education is to inculcate and strengthen the basic values of the educational, values which aimed at training Muslim youths in the correct method of adjusting himself to a changing environment (Ashraf & Hussein, 2009). Islamic Studies is an

interdisciplinary training within the Islamic context with a curriculum that provides a framework to develop a meaningful understanding of the multiple ways in which Islam has shaped human experience. Thus, curriculum pays particular attention to the National goals of Federal Government of Nigeria to the achievement of the Millennium Development Goals (MDGs) and some elements of the National Economic Empowerment and Development Strategies (NEEDS). Thus, the objectives of Islamic Studies at the secondary school level according to NPE (2013; 4) are:

i. To prepare the students spiritually, morally, socially, intellectually for his role as a Muslim in the world which he is entering;
ii. To help him to further his studies of Islam both formally and otherwise throughout his life in accordance with the sayings of the prophet(PBUH);
iii. To provide such education as will develop mental, moral and physical aspects of a child's personality in the light of Islam; and
iv. For the realization of human right, equality and brotherhood with emphasis on practical means of achieving social solidarity and ethnic harmony in place of good and selflessness.

In essence, Islamic Studies aims at moral and spiritual formation, yet it instilled appreciation of secular issues in life. This is because it is a way of life and embraces political, social, moral, economic and religious aspects of life. Thus, the religious, social and moral aspects are regarded as most important. Consequently, Islamic studies is regarded as the most important discipline which aims at character building, growth and development of personality of the individuals so that they will be conscious of their responsibilities. Inline with this, the features of senior secondary school Islamic Studies curriculum is divided into three and are connected to some

related topics forming six topics all together.

1. "Quran and Hadith"

The Quran is the word of Almighty 'Allah', revealed to the Prophet Muhammad (PBUH) through Angel Gabriel, gradually over a period of 23 years for conveyance to mankind as guidance for the successful life in the world and hereafter.

Hadith is the sayings, deeds and silence approval of prophet Muhammad (PBUH). In other words, it is the reports of the prophet's mode of life for mankind to emulate. The Quran goes along with the Hadith to interpret shariah law.During prayers, Quranic chapters are recited in Arabic language as a strong obligation on the Muslims.

In the curriculum, some chapters and verses were selected for recitation, memorization with translation, commentary and teachings likewise the hadith, the popular arba'una al-Nawawi collection were selected too for memorization, recitation with translation, commentary, teachings and application to daily life. Under these aspects, there are scientific topics of the Quran and Hadith such as: revelation of the Quran, compilation, recording and standardization, makkan and madinan chapters, development, classification and collection of Hadith and so forth.

2. "Tauhid and Fiqh"

This is the second part of the curriculum. Tauhid (Monotheism) from Islamicperspective means oneness of 'Allah' and the prophet hood of Muhammad (PBUH).The curriculum under this consists of topics like oneness of 'Allah' with reference to relevant Quranic injunctions, meaning of Shirk (association of Allah with other dieties), act of worship (Ibadah), purification (Taharah) and its kinds among others. It also covers pillars of Islam, spiritual, moral, social and their legal values, family relationship and its legal implication crimes and punishment, inheritance and so forth.

3. "Sirah and Tarikh"

Historical development of Islam is the third part of curriculum which covers the life history of prophet Muhammad (PBUH) and the four rightly guided caliphs and the spiritual, moral and social values learnt from them. History of other early prophets various Jihads waged during and after the prophet period, expansion of Muslim empire, Muslim civilization and spread of Islam to other parts of Africa and Nigeria.

4. Moral and Social Teachings of the Quran and Hadith:

As part of the Islamic studies curriculum (Tahdhib) is being taught. Topics under this part are personal hygiene leading to a better worship, goodness to parents, honesty in words and deeds, modesty in dressing and behaviour, dignity of labour trust etc. These topics are interconnected with some relevant Quranic injunctions and prophetic traditions. However, Islamic Studies centers on the theory of what is allowed and forbidden (al-halal wal haram) in accordance with Islamic law (Shariah), therefore Islamic Studies curriculum cannot be completely detached from morality as rightly pointed out by Baloch in Aliyu, (2017).

Based on that, Activity-Based method as a teaching method where individual student or group of students involve in practical activities will best fit in some topics that are practically in nature to be demonstrated such as the performance of some skills in the pillars of Islam, matters relating to purification, prayers, pilgrimage. For the discussion method, some of the selected suwars and 'Hadith' were best explained and relating the teaching of those suwars to present situation using discussion method as the most appropriate method in treating such problems.

2.2.5 Concept of Teaching Method

Teaching is an act of preparing and implementation of an instruction for the learners. It covers all the activities teachers engaged in with the aim of bringing about particular changes in

the leaner and achieving the set objective. Eristic & Akdeniz (2012). Stressed that, teaching is more than imparting of knowledge. It is the ability to transfer knowledge so that learners can acquire the knowledge and skills for themselves. Offorma (2009) is of the view that teaching is a systematic activity deliberately engaged in by the teacher to facilitate the learning of the intended knowledge, skills and values by the learner and getting necessary feedback from him.

The activity involved in the teaching processes in hinged on the successful implementation of teaching and learning process through instruction, measurement and evaluation. Robison (2008) asserted the functions of teaching which include informing, explaining, stimulating, directing and guiding. Thus, it is the duty of the teacher to guide the students in identifying what is to be learned as part of the learning problems, evaluate the performance by recording and reporting the learning outcomes. Dorgu (2015), defined teaching method as, strategy by which a teacher delivers his/her subject matter to the learners based on predetermined instructional objectives in order to promote learning in the students. This is inline with Aliyu (2005) who defined teaching method as a systematic procedures employed by teachers in an attempt to help learning takes place. This usually includes the implementation of given theories of learning and the description of how a teacher organizes and presents teaching materials to the learners. He further state that, teaching methods brings about various skills in teaching and is as a result of various techniques employed by the teacher to facilitate learning.

The new recommended method for the teaching and learning of Islamic Studies in schools is learner-centered method. In this method, the learner is not treated as an empty vessel but credited with knowledge, skills and attitude hence; he requires development through guidance, encouragement and motivation. In this setting, the teacher is a guide, his role shifted from that of imparting knowledge to a facilitator (NTI 2008).

Every devise available to the teacher should be used to capture the interest of the child. This could be inform of visualizing and practice, field trip and so forth. While it is true that all teaching methods have their individual limitations and advantages, the fact still remains that, evidence shows can motivate learning (Adesina, 2015).

The use of teaching methods help to build up what is pleasantly learned in the memory of the learners and makes for their easy recall. Melissa (2009) stressed the relevance of teaching methods to be numerous as it makes teaching and learning very simple and easy enables more learning to take place. Learners who are taught with teaching methods get to realize their impact and may in the end acquire them for use in their interactive sessions in the classrooms. An efficient teacher should always device different ways of facilitating the process of leaning (Yusuf, 2012) further noted that, manner of approach is always very vital in any teaching and learning situation. The method that a teacher uses has potentials of promoting or hindering learning, sharpening mental activities, encouraging initiative and curiosity (Yusuf, 2012).

2.2.6 Concept of Multimedia Instruction

The term multimedia constitutes two words which refers to the use of at least two or more medium of storing, transmissing, communicating, representing, interaction and perception of information, it is also regarded as to the basic information type like text, graphics, images, audio, video animation. Therefore multimedia is an interaction of many types of media on a single medium in the same information unit. Multimedia is the combination of text sound, animation and video, it is a woven combination of digitally text, graphics, sound, animation and video element. Multimedia can be relevant in teaching the value of interactive. Multimedia has been emphasized as a means of involving several sense of a learners.

Multimedia is a combination of various digital media such as: text, audio, video,

animation and graphics in to integrated multi-sensory presentation to convey information to an audience. Multimedia is one of the possibilities of information and communication technologies that has tremendous impact on teaching and learning process. The instructional media has emerged in a variety of resources and equipment which can be used to supplement or complement the teacher's efforts for ensuring effective learning by students. (Oshinike & Adekunmisi, 2012).

Multimedia offers exciting possibilities for meeting the needs of 21st century learners. Multimedia learning can be defined in a number of ways. Multimedia learning is the delivery of instructional content using multiple modes that, include visual and auditory information and students use this information to construct knowledge (Yusuf, 2013). The most effective multimedia provides learning experiences that mirror real-world experiences and let learners apply the content in various contexts. The use of multimedia in classroom cannot be denied anymore, they will make possibilities for teachers, giving more opportunity to students being happier and more enjoyment during the course of the lesson. Multimedia resources are combination of resources that appeal more than one sensory channel, seeing and hearing) for example, students that are auditory learners they learn through sense of hearing, some are visual learners, they learn mostly through sense of listening, some are tactical learners, they learn through the sense of touching, (Bukar & Agana, 2016).

Multimedia simply means multiple-media or a combination of media; the media can be still pictures, sound motion video, animation and text items combined in a product whose purpose is to communicate information, idea and knowledge. Anaza (2008), defined multimedia as a combination of different, but interrelated, devices (audio and video) which are integrated in to structured and systematic presentation. Multimedia is a combination of various digital media

type such as text, images, sound, and video in to integrated multi-sensory interactive application or presentation to convey message or information to an audience. (Hofstetter, 2011).

According to Yusuf (2013), multimedia resources are combination of several as full-motion video, audio, animation, ROM, and the internet into integration packages which can be put to use in education or entertainment. These elements when used in conjunction with traditional methods can help spark interest in individuals who may otherwise be bored or uninterested in the course content. The term multimedia instructional system refers to the uses of appropriate and carefully selected variety of learning experiences which are presented to the learner through selected teaching strategies which reinforce and strengthen one another so that, the learners can achieve predetermined and desired behavioral objectives, (Kumara and Rao (2010), defined multimedia as the use of more than one medium in a single communication either sequentially or simultaneously. Certain situation requires the use of more than one medium to achieve their objectives. When several media are used it can convey a message to the learners for practical purposes, what cannot be conveyed by any single medium. Multimedia as a learning tools if systematically plan, it can be a predictable product, and definable which produces an effective learning outcome. Sampath, Panneersalva and Santhanam (2012), stated that teaching aids through one medium, is no longer wise either pedagogically or technologically, taking into account of individuals differences in the way students learn, it will be wise to use a variety of learning aids assembly them in an integrated form, known as multimedia package. Examples: programmed instruction, video tapes (audio) films transferable and so on.

Multimedia learning experience represents natural way. For learning to take place learning space can be accelerated by involving number of senses from the foundation of intellectual activity within any formal school situation. Learners differ in the effectiveness of

their sense reception; multimedia learning experiences have the advantage of appealing to the individual, the learners pace and readiness. Jusoh, Kamaruzaman and Jusoff (2009), defined multimedia instructionas the combination of two or more continues media played during lesson presentation and sometimes usually with some user's interaction in the presentation, the two media are normally audio & video. Integrating these media into a computer allows the use of existing computer power to present information interactively.

2.2.7 Concept of Field Trip Instruction

Field trip has been developed extensively in recent years to take advantage of students' phenomenal memory for facts and things seen and heard in strange surroundings and under unusual conditions (Yusuf, 2012). This quote indicated the time period as a mark of the beginning of the development of the educational field trip. Field-trip has been found to develop interest, stimulates curiosity, empowering students to ask questions, discuss observations, consider past experiences, or simply ponder the topic, (NRC, 2009). Badola (2013), suggested many strategies that would be used by the teacher to motivate the students to learn. Field trip is an inalienable and corporate part of teaching and learning process in Geography. Viewed from the content of Geography with a continuous reference to space, the field outside the classroom remains the true laboratory for Geographical experiments. Field trip method is an excursion taken outside the classroom for the purpose of making relevant observation and also for obtaining specific information. Yusuf (2012), further stated that, field trip is a valuable method of teaching as it provides the most realistic means for the study of real things and real process. According to her the advantages and disadvantages are numerous.

Educational field trips are variously referred to as learning field trips. School field trips, class or classroom field trips, curricular field trips, student field trips, outdoor field trips, or

outdoor field experience. Field-trips offer a unique opportunity for students to create connections, which will help them to gain understanding and develop an enjoyment of learning. Students on Field-Trips sharp their skills of observation and perception by utilizing all their senses (Nabors 2009). Field trips is a distinctive form of the pedagogical practice of experiential education in elementary and secondary schools Interactive exhibits help students play with concepts, activities often not possible in the classroom. Earlier course content suddenly becomes relevant as students assimilate and accommodate new understanding and cognition Lei (2010). There are three types of field trips namely; instructional trips, school contests or festivals and motivational trips. An instructional field trip is a visit by a class or group of classes to a location outside the regular classroom, which is designed to allow the students to achieve specific course objectives, while the school contests is an extra school activity, which provides an opportunity for students to demonstrate knowledge and skills developed through subject area of instruction. Contest competitions, festivals, or evaluation may involve teams of students from more than one class or subject. An example of a school contest, festival or evaluation is the school level essay competition. The last but the least is motivational trip which is an extra-school activity, which is not a part of a schedule class. It provides a motivational incentive for the school, club, or class and is related to improving the school climate. The relevance of field trip at the level of senior secondary schools. It enhances the curriculum and improves skills of the students, due to participation in the activity by the students during teaching and learning in the field Hoisington, Savleski, and DeCosta (2010).

Furthermore, the principles guide the field trip identify objectives and plan of evaluation for the field trip in order to conduct the field successfully, process and procedures of organizing field trip involves trip selection, which brought about selection of site to be visited and arrange

date and time. The mission of field trips is to enhance learning and academic success by providing activities and programs for the students by allowing community resource persons to share their skills, knowledge and expertise. Field trips provide learners the opportunity to be active learners instead of passive learners or mere recipients of knowledge which has been the major hindrance to effective teaching and learning (Yusuf, 2006). Field trips are study trips taken outside the classroom to obtain direct experience from a natural setting. It is organized to improve students' interest in learning, for collecting data, materials or objects for classroom lessons as well as to observe objects or phenomena not possible to bring within the classroom. Field trip is a planned exercise taking place outside the four walls of the classroom. It offers opportunity for learners to get firsthand information on people, places and things for the permanency of learning experiences. Field trip is a tour planned by teacher to benefit the st'dents' learning process. The trips are planned for learners to experience theory in practice. Using field trips in teaching and learning leads to teacher-learner interaction outside the classroom. These interactions take place in a new learning environment and result in a meaningful teaching and learning process. Fakomogbon, Ibrahim and Gegele (2007) noted that, the basic technology curriculum requires child-centered and activity-oriented teaching and learning processes. Nowadays it is imperative to use different teaching methods and learning processes as well as strategies to ensure students' understanding.

Since field trips is a method of teaching used to collect first hand information in the course of investigation, this will enable both teachers and students to create meaningful and productive learning both on the field and in schools. Omosewo (2009) explained that, field trips can be used as a chance to collect data for later analysis, to generate artwork and stimulate discussions both on site and back at schools and universities in tutorials, seminars and

workshops. The use of field trips as a method of teaching helps to bring about an effective learning of Basic Technology. It is of enormous benefit because it enhances the observation of learning experiences in the field of engineering works where engineering materials such as plastic, ceramics, rubber, wood and metals are used.

Field trips are an interactive method of teaching which gives both male and female students equal opportunity to widen their practical and cultural experience by varying their learning environments. Thus, Amosa (2013) remarked that, no evidence of superiority is expected usually used for environmental education, it is very important for the social studies course which aims to train students as active members of a democratic society purpose of this study is to understand social studies teacher's view on learning outside the classroom regarding the social studies course. Fifteen (15) social studies teachers from low, middle, and high socio-economic levels schools in Eskisehir participated in this qualitative study. The data of the study were obtained from semi-structured interviews and analyzed using descriptive analysis. According to findings of the study, the social studies teachers believed that content of the Social studies course were suitable for learning outside the classroom. History and Geography topics, local administrations, environmental issues, cooperation, and professions were mentioned as the main subjects for learning outside the classroom. Outside learning activities were exemplified as organizing trips in and out of province, and going to the cinema, interviewing with experts and resource people, or inviting them to the school. Teachers experienced problems about time and students' behaviors as well as economic problems, and bureaucratic obstacles regarding outdoor. Social studies helps students develop necessary knowledge, skills, and value to be active members of their society.

2.2.8 Concept of Retention

Theultimate focus of educational pursuit is permanent and meaningful learning, understanding and retention of learning concepts are products of meaningful learning when teaching is effective and meaningful to the students (Bichi, 2002). Retention is an act of retaining something or ability to remember things learned or experienced. Retention has been defined by may authorities to imply the ability to retain and remember things experienced or learned by an individual at a later time (Umar, 2018). Observation from classroom revealed that, most teachers do not adopt instructional techniques and strategies that could stimulate such permanent creative thinking skills that aid retention (Olorukooba and Lawal 2010) motivation conditions at the time of learning can either facilitate or interfere with its success, that is to say it can enhance retention or facilitate forgetting. Thinking style of individuals has also been studied in relation to retention, it has been observed that, fast learners are superior in both short term memory and long term memory (Martins in Iwuyi 2012).

It should be clearly understood that retention of learned concepts by rote, take place in a long term memory as does concepts learned meaningfully (Novoic & Canas 2008). Lakpini (2012), considered retention as a form of reaction to what has been presented in the past but Olawaneju (2012) opined retention as the ability to stone learned concepts which can easily be remembered from the short and long memory. Several issues are known to influence retention Bichi, (2002) asserted that anything that aids learning should improve retention while things that, lead to confusion or interference of learned materials decrease the speed and efficiency of leaning and accelerates forgetting.

The use of appropriate methods or instructional resources that, do not aid retention in the teaching and learning of Islamic studies contents would make retention of the learned concepts

difficult for students and hence poor performance is bound to experience at examination (Meziobi 2008). However, field trip and multimedia resource have been part of effective method and resources for teaching and learning. It become important to explore the retention effect and performance potential teaching and learning of Islamic studies. Better retention and recall of what is learning is achieved as more sense are involved, this means that high retention may lead to good performance which is a factor of many variables such as interval between learning and retrieval.

Elaboration does not only enhances the learning of students providing the explanation (Hainson, 2011). This means that anything that leads to confusion or interference among learned materials decreases the special and efficiency of learning and accelerates for getting it is worth saying that the difference in rote learning in that there is little or no integration of new knowledge with the existing knowledge resulting in two negative consequences. One, knowledge learned through note leaning is easily forgotten. Two, knowledge learned through cognitive and intellectual ability or structure is not liable to clear up or decay.

In teaching and learning as stimulating situation occurs retention of images are revived or produced easily to make memorization possible. Aggarwal (2008) regarded retention as the process of regulation of the past experience in the sub-conscious mind of the individual in the form of mental experience. This indicates that information is most likely to get stored if it makes sense and has meaning .Raman (2010) stated that the primary goal of education is to promote long-term knowledge storage and retrieval. This shows that it is not just memories that fade after a given lecture or presentation but the process of retaining knowledge is also essential for students to become successful in learning.

The methods Rs of measuring retention identified by Aggarwal (2008) include; recall,

relearning, recognition and reconstruction which indicates that a good memory and retention leads to meaningful learning. On the other hand Obeka (2010) identified some factors that affect knowledge retention among which are type of what to be learned, amount of original learning, instructional method used and length of retention interval, this indicates that the more actively involved students are in the learning process, the more likely the information will be retained; hopefully for longer period of time several researchers have worked on the effects of teaching methods on retention abilities of students. In the study conducted by Chianson, Kurumeh and Obida (2011), it is confirmed that students who are subjected to the innovative learning strategy are able to retain the knowledge more than those students who are taught using the conventional learning approach and maintained that how well students retain taught concept can be traced back to the teaching approach used. Bouman (2012) in his study found out that the use of innovative learning approach has improved the student ability to remember more difficult formula compared to some of the formula taught by traditional means. The result of the research conducted by Bahrami, Chegini, Kianzadeh, Emami and Abdi (2012) showed that in comparison to traditional teaching, innovative learning approach improved learning and retention of some science concepts.In view of the above this study also focused on finding out the effectiveness of field trip instruction, multimedia instruction on the performance and retention level of the Upper Basic students on Islamic Studies curriculum concepts

2.3 Theoretical Framework

Learning Theory can be seen differently by different individuals but in general term can be seen as a situational description of how information is absorbed, processed and retained in the process of learning. Robson (2002) saw theory as an explanation of what is going on in the situation, a phenomenon or whatever it is that we are investigating as such Ormond (2012)

stressed that cognitive, emotional, skill manipulation as wide as prior experience play vital part on how knowledge understanding and required. Alherton (2013) cited in Tukura (2017) indicated that there are three (3)sets of learning theories used in educational setting thus behaviors in continue and social learning theories. In view of this, this study reviewed the theories that are found to be relevant to three variables of the study among which include Mayer continue theory of multimedia, constructivist theory of learning and theory of learning.

However, the details of these theories were presented as follows:

2.3.1 Mayer Cognitive Theory of Multimedia Learning

A cognitive theory of multimedia originated by Richard Mayer (1947) is based on three main assumptions that there are two separate channels (auditory and visual) for processing information, that there is limited channel capacity and that learning is an active process of filtering, selecting organizing and integrating information.

The principle known as the multimedia principle stated that people learn more deeply from words and pictures than from words alone Mayer (1997). However, simply adding words to pictures is not an effective way to achieve in multimedia instruction, the goal is to use instructional media in the light of how human mind works. Human can only process a finite amount of information in a channel at a time and they make sense of incoming information by actively creating mental representations. Mayer also discussed the role of three memory stores:- Sensory (which receives stimulus and stores it for a very short time). Working (where we actively process information to create mental constructs or schema) and long term (the repository of all things learned).

Mayer's cognitive theory of multimedia presents the idea that brain does not interpret a multimedia presentation information in a mutually exclusive fashion rather these elements are

selected and organized dynamically to produce logical mental constructs.

There is need to consider how you will get students to engage with the materials interaction, Mayer (2001) discussed twelve (12) principles that shape the design and organization of multimedia presentations thus:-

1. Coherence Principle: People learn better when extraneous words, pictures and sounds are excluded rather than included.
2. Signaling Principle**:** People learn better when cues that highlight the organization of the essential material are added.
3. Redundancy Principle:People learn better from graphics and narration than from graphics, narration and on-screen text.
4. Spatial Contiguity Principle**:** People learn better when corresponding words and pictures are presented near rather than far from each other on the page or screen.
5. Temporal Contiguity Principle**:** People learn better when corresponding words and pictures are presented simultaneously rather than successively.
6. Segmenting Principle**:** People learn better from a multimedia when lesson is presented in user-paced segments rather than as continuous unit.
7. Modality Principle**:** People learn better from words and pictures than from words alone.
8. Pre-training Principle: People learn better from a multimedia lesson when they know the names and characteristics of the main concepts.
9. Multimedia Principle:People learn better from words and pictures than from words alone.
10. Personalization Principle**:** People learn better from multimedia lessons when words are in conversational style rather than formal style.

11. Voice Principle**:** People learn better when the narration in multimedia lessons is spoken in a friendly human voice rather than a machine voice.
12. Image Principle**:** People do not necessarily learn better from a multimedia lesson when the speaker's image is added to the screen.

Relevance of Mayer Cognitive Theory of learning

Mayer cognitive theory of learning is in favor of use of multimedia resources in classroom, Mayer saw a teacher as a facilitator, a guide and instructor in the teaching and learning process whose position is to instruct, guide and provide a conducive environment for students to demonstrate their ability and curiosity, inline with Mayer's view Abubakar (2014) stated that today's youth are actually much more media centered than previous generation. In fact many people believe that the brain of today's youth have actually become reviewed to accommodate the thousands of hours they spend in front of computer screen, watching, creating video and listening to music. Understanding today's digital kids and how they learn has profound implications not only for how teachers teach but also, and perhaps more importantly, for how teachers reach them (Abubakar, 2014).

Educational technologies and multimedia can be valuable tools when they are integrated to the curriculum appropriately to achieve desired objectives particularly when they are combined with a twenty first century curriculum. Teachers have to decide whether to try to pull digital students away from their native digital world or to motivate them by tapping into their digital word and using their natural inclination and inquisitiveness about what is digital (shelly et al 2006 cited in Abubakar (2014). The choice here is in our (teachers) hands. However, if we want to continuously grasp students' attention make them happy to learn and create an exciting environment, we need to follow the current and not to be against it Abubakar (2014).

In this case, the same goes to teaching Islamic Studies, teachers need to make some adjustment on how the subject should be taught in order to make it competitive relatively. Multimedia is one of the tools that is able to suit the digital students' interest, make lesson interesting and enjoyable. Moreover, multimedia is an interactive tool that combines a variety of elements including text, graphics audio, visual, audio-visual and animation that is able to arouse students interest Sahalu (2008). Most students are not only auditory or visual learners, but also multi-sensory learners. Multimedia has the ability to capture the attention of the learners because it addresses a variety of learning styles. Shelly et al (2006) cited in Abubakar (2014) stressed that today's students use digital media service in their daily lives. However, these devices or similar media technology should be woven seamlessly into their classroom experiences. By doing this their interest and attention can be captured and certainly achieve the expected objective of a particular lesson.

Originally, a multimedia might have a tape recorder for audio and overhead projector for text, but as software and hardware becomes capable of and adapt in handling more than one media, the term, multimedia was coined to define computer software applications and presentation that utilize more than one media shelly et al (2006). Cited in Abubakar (2014).

Islamic studies is a compulsory subject for all Muslim students, it is aimed at teaching Nigerian citizens to have good understanding on Islam as a way of life and be able to resolve any difficulties and challenges. The main purpose of having the subject is to prepare Muslim students with strong Islamic foundation before they further their studies in higher institutions. The challenges to the teachers here is what kind of teaching method should be used in order to increase students' increase or at least maintain their interest, as such using multimedia in teaching has the potentiality of performing this task.

2.3.2 Constructivism Theory of Learning

The psychological roots of constructivism began with the development work of Jean Piaget 1896-1980, Lev Vygotskey (1896-1934) and John Dewey (1859-1952). Constructivism is an epistemology or theory used to explain how people know what they know, the basic idea is that problem solving, constructivist believe that as people solve problems and discover the consequences of their action through reflecting on past and immediate experience they construct their own understanding. Learning is thus an active process that requires a change in the learner, Chowdhury (2006) cited in Alasoluyi (2017) stressed that constructivist believe that all learners have the ability to construct knowledge in their own minds through process of activities. Constructivist views learning as a process in which the learning constructs or builds new idea or concepts or experience (Nwagbo and Obieke 2010).Constructivism is a cognitive learning theory because of its focus on the mental process that constructs new idea or concepts based upon the existing knowledge (Chowdhury 2006 cited in Alasoluyi 2014).

Constructivists believe that prior knowledge impact the learning process as such information not connected with a learner's prior experience will quickly be forgotten in short, the learners must actively construct new information into his or her existing mental framework for meaningful learning to occur. A constructivist learning is based on the active participation of learners in problem solving and critical thinking. Constructivism and technology uncovered successful patterns in tutorial using technological devices (Cole, and Wertsch 2002). Inline with this sophisticated and technology communication tools can capture the cognitive processes learners engage in when solving problems. This affords teacher reflection and coaching to aid deeper learning, it also affords teachers the chance to learn from each other. Teachers who use media technological devices in their classrooms are more likely to have a constructivist

perspective towards learning and instruction. In the constructivist setting the role of teacher is not too much to lecture but act as an expert who can guide students into adopting cognitive strategies such as self-tasting, articulating understanding and asking probing questions. Additionally teacher can use constructivist idea in their class room setting to organize information and engage students' interest and assist students in developing new insight and connect them with their previous learning, the activities in constructivism are student centered but students are encouraged to ask their own questions, carryout their own experiment, make their own analogies and come to their own conclusion. This is inline with the present study as it placed emphasis on the ability of students to construct knowledge from their collaboration and interaction using some technological devices or with their experience from what is within and outside the classroom setting

2.3.3 Gagne's Theory of Instruction: A Learning Theory

Robert Gagne (1916-2002) was an educational psychologist who pioneered the science of instructions in the 1940s. He was the first to coin the term "Instructional Design" as he began research and developed training materials for the military in 1960s. Gagne's Theory of Instructions has three components.

1. Taxonomy of learning outcome
2. Condition of learning
3. Nine event of instruction.

A taxonomy of learning outcome according to Gagne defines how learning might be demonstrated and is broken down into three (3) sub-components cognitive domain, affective domain and psychomotor domain. The cognitive domain has multilevel steps that students can use to demonstrate their intellectual skills. These include:- Stating verbal Information, classify

concepts, apply the rules, solve problems, generate solution and finally use cognitive strategies for learning.

The affective domain shows a learning outcome in which learners address their attitude by demonstrating preferred options psychomotor which is the last sub-component of Gagne's Taxonomy of learning outcome. It shows a learning outcome in which learners show motor skills through physical performance.

Condition of learningwhich is the second componentof Gagne's Theory of Learning is the required needed of the learners to acquire new skills; these requirements can be internal or external. The internal requirements are personal requirements of the learner such as self-motivation while the external conditions include environmental stimuli that support the internal learning process such as quiet and well-equipped classroom setting or having the necessary material available.

Gagne believes that learning occurs in series of events as such the third and final components of his theory of learning was outlined as nine events of instructions, according to the theory the learning events must be in a hierarchy of complexity and must correspond with deliberate instruction. The nine events of instruction, in order to Gagne's hierarchical structures are: One, gaining attention: Before the learners can start to process any new information, the instructor must gain the attention of the learners, the learners' attention must be attracted. Two,Informing Learners of Objectives:the instructor tells the learners what they will be able to accomplish as a result of the instruction. This indication is telling the learners what is expected of them to do. Three,Stimulating Recall of Prior Learning:a recall of existing relevant knowledge, let them be able to recall their previous knowledge. Four,Presenting the Stimulus:the content is presented.this presents the content to the learners in a systematic approach, Five,

Providing Learning of Guidance: Understanding and encoding begin because the instructor presents the content with an emphasis on organization and relevance, Six,Eliciting Performance:learners are asked to demonstrate learning, requiring learners to extent certain attitude after instruction. Seven,Providing Feedback:This is an event that determines the extent to which objective has been achieved, the teacher given informative feedback on learners' performance. Eight,Assessing Performance: This is procedure for assessing teaching and learning process to find out if teacher have achieved the desired objectives and Nine,Enhancing Retention and Transfer: This is the event in which a learner applies the instruction to practical application to show his/her capabilities, or what he/she was able to recall.

In view of this as a teacher, it is important to understand how instruction and learning objectives can be deliberately designed for effective learning. Teachers can be guided by these nine (9) events when identifying and organizing the competence for classroom instruction. It is evident that this theory of instruction provides relevant and useful information. However, this theory is relevant to this study as in detail it provides a step by step checklist that helps the teacher to present a comprehensive and successful learning experience as each step is designed to help learners understand and retain information effectively.

2.4 Features of Field Trip Instruction

An educational trips is that that facilitate the learning of abstract concepts. Taking students on a field trip makes learning more effective as they will be able to gain vast ideas on the topic. Meanwhile learning is more effective when learners are exposed to the real concepts. Motivate students through increased interest and curiosity. Field trip provides an opportunity to involve students, parents, and the teachers in the instructional program and it tend to be special and educative learning experiences. As a result, students develop positive attitudes in students

toward related classroom activities, increasing student-student and student- teacher social interaction.

Field trips provide an opportunity to involve the students, parents, and the teachers in the instructional program. Students can select the place to be visited, developing questions to ask, writing reports or thank you letters after the trip, or evaluating the experiences Mayer (2015). Since parents must give their permission, a letter sent home with a form requesting parents' permission and explaining purpose of the trip as a good way to arouse their curiosity and encourage them to ask the students or teacher about the trip, the interaction between the students and teacher will enhance as the students will have to discuss with the teacher when they have doubts. Field trips make students aware of learning activities in everyday life. For instance, visits to worshipping places are typical field experiences, which teachers may fail to notice. A well-organized trip to a "normal" place is an excellent method of teaching students to observe, ask questions, and learn in the large classroom.

2.4.1 Purpose of Field Trip Instruction

Field trips are rich in educational possibilities as students learn from actual hands on experiences, rather than by simply reading or hearing about something. Involvement in a real world experience makes learning more meaningful and memorable comparing to regular classroom instructional programs as such it enhances the delivery of the curriculum.Involvement in a real world experience makes learning more meaningful and memorable Mayer (2015). As a result the students will have more concepts of the topic as they have learnt through their hand-on experiences as such it gives students experiential learning experiences Students have to develop questions to be asked, write reports or thank you letters after the trip, or evaluate the experience. By doing such activities, students will develop various skills such as note taking skills, speaking

skills, writing skills. Involvement in a real world experience makes learning more meaningful and memorable.

Field trips can add variety to the regular instructional program: They tend to be special and enjoyable learning experiences, ones which develop positive attitudes in students toward related classroom activities. Field trips are rich in educational possibilities because students learn from actual firsthand experiences, rather than by simply reading or hearing about something. Field trips help the students appreciate the relevance and importance of what they learn in the classroom. For example determining blood type is a skill, which can be learned in a school laboratory setting, but students may not learn the importance of this skill until they observe what goes on in a real hospital where life and death of real patients may depend on this skill.

2.4.2 Types of Field Trips Instruction

A trip is a visit by a class or group of classes to a location outside the regular classroom, which is designed to allow the students to achieve specific course objectives, which cannot be achieved as efficiently by other means. Basically there are three types of field trips as identified byMayer(2015). Firstly, instructional field trip, an example of an instructional field trip is a visit to botanical garden to study different kinds of flower or a visit to an occasional happening to study how such occasions are being done, this is regarded as instructional trip.

Secondly, a school contest field trip is an extra campus activity, which provides an opportunity for students to demonstrate knowledge and skills developed through subject area instruction. Contests, competitions, festivals, or evaluations may involve teams of students from more than one class or subject. an example of a school contest, festival, or evaluation is the school level essay competition as such this is considered as school contest or festival trip.

Thirdly, motivational trip is an extra-campus activity, which is not a part of a scheduled class. It provides a motivational incentive for the school, club, group, or class and is related to improving the school climate. The procedures in this guide are for instructional field trips.An example of a motivational trip is an end of year visit. It is however important to note that teacher must choose the kind of trip to take and then decide on a general location for the trip.

2.4.3 Steps Involved in Conducting Field Trip

It is very clear that an important and educational trip must follow some steps the conduct become effective. Agbola (2017) examined the basic steps for the conduct of an effective trip thus: the teacher in the process should firstly ensure the selection of the trip by identified objectives and plan for evaluation for the field trip, Select site to be visited and arrange date and time and Conduct pre-visit to familiarize himself with the major features of the field and obtain address, directions, contact persons and mobile numbers, by doing this the teacher would have a clear direction for where to visit.Secondly, he stressed logistics planning as one of the steps in which emphasis is made on applying for an administrative approval, he however neglect making arrangements for meals and developing schedule for the trip In this case it could be part of the logistics to arrange for special equipment like cameras and it would be very important to inform the parents about the trip.

Having field trip preparation/pre-trip discussion is another steps for conducting a field trip as opined by Agbola(2017) in which he stressed that teacher should discuss the purpose of the field trip, Show photographs or posters of the site and Set a standard conduct and discuss money usage, lunch plans, dress code and other necessary things. All these are very important but it will be more admonishing to discuss how to ask good questions and make a list of open-ended observation questions to gather information.

Conducting the field trip itself is an important step as emphasized by Agbola (2017) whereby he is of the view that teachers should let students to sketch if it is necessary and ask prepared questions and note the answers, but doing things that are planned is more important in conducting a field trip**.** Post-Field Trip is an important step in conducting a trip this is where students share their observations and reactions to field trip experiences, create classroom bulletin board displaying materials from the field trip. These assertions were clear in conducting an educational trip, however, it could have been very much clear if evaluation of the trip is added as one of the steps in conducting a trip, this will give both teachers and students the chance to assess what was the unique educational value in this trip.

2.4.4 Merits and Demeritsof Field Trip

It is clearly noted that field trip appears to be very effective in teaching and learning as it allows students to have a real-world experience. For example, a textbook lesson on the domestic animals can be enhanced by a trip to a local farm where the students can clearly see the domestic animals, increase quality of education for example; a biology field trip could take kids on a hunt for bugs or certain types of flowers. In this case students can learn more. Hence it improves the quality of educationand improvement of the social relations; it is a way to bring the students closer together. Many field trips combine educational content with team-building activities, such as working together to clean a stream that has been polluted. In fact, it is often a good idea to go on a field trip to help create a bond between the students but was criticized for its short coming as it istime consuming (Surma 2017).

But it is however difficult in preparation (getting approval from various heads of administration) and fitting the trip as per the school time-table which takes more time, it faced the problem of Support from School Administrations for Field Trip: where by the school can’t

afford the materials and sometimes can't provide financially also where students have to search their own ways, poor Students behavior and attitudes: as some times somestudents don't listen to the teachers showing their ego attitudes and it is also confronted with shortage of resources and choice of venues. Sometimes school can't provide the materials and teacher also can't have the correct materials for the trip which causes shortage of resources. And sometimes students can't have the choice to pick their own place and they have to agree with the teacher's choice which shows that student doesn't have the choice to select the venue and finally it is medically risky, for example like while travelling via vehicle some children get motion sickness.

2.4.5 Planning a Field Trip

Good planning must precede field trips. Careful attention should be given to trip selection, pre-visit preparation, the trip itself, appropriate follow up, and evaluation. When considering a field trip, teachers are advised to first consult with their administrator regarding existing school policies and follow those recommended procedures in planning a field trip (Surma, 2007).Trip Selection is one of the first items in planning a trip, this is to identify the rationale, objectives and plan of evaluation for the field trip and select the site to be visited. Contact the educational coordinator for the site and arrange the date and time. Obtain the pre-trip information package if one is available. Record addresses, directions, contact persons, phone numbers, email addresses, etc.

Logistics Planning is part of planning a trip which has to do with applying for administrative approval from the head of the school and file a requisition for bus transportation if the school has any or seek administrative support for arranging transportation if the school does not have the facilities.

Preparing Students before the Trip/Field Trip is the pre-trip discussion in this case the

teacher discusses the purpose of the field trip and how it relates to the current unit of study and assigns students “specialists” roles in one aspect of the topic that they will be studying during the field trip. Students could be grouped in different subject areas related to the field trip topic to research (e.g. history, art, religion, science and environment.)

The final planning of the field trip is to check all permission slips the day before the field trip, Plan activities that allow students to work alone, in pairs or small groups. Activities might include: Sketch pages with partial drawings of objects found in the exhibits for students to complete the drawings based on their observations, peepholes in construction paper cut different sizes round holes in construction paper and have students view a part of the exhibition through the peepholes. Ask them to describe what they see, what they notice now that they missed before, and how their perspective changes with each new view, field notebooks for recording answers to prepared questions based on clues, hand drawn postcards to write near the end of the tour that will summarize the field trip visit (Surma,2007). It Provides time for students to observe, ask questions, and record key words, ideas and phrases as journal entries in their Field book after viewing each exhibit, ask follow-up questions as students make observations and listen to presentations and Provide time for students to work in their field book writing questions, describing favorite displays or making sketches of artifacts, structures, scenery. If they cannot complete their sketches, teachers encourage them to label them for future completion as to color, detail etc. (Devit, 2008)

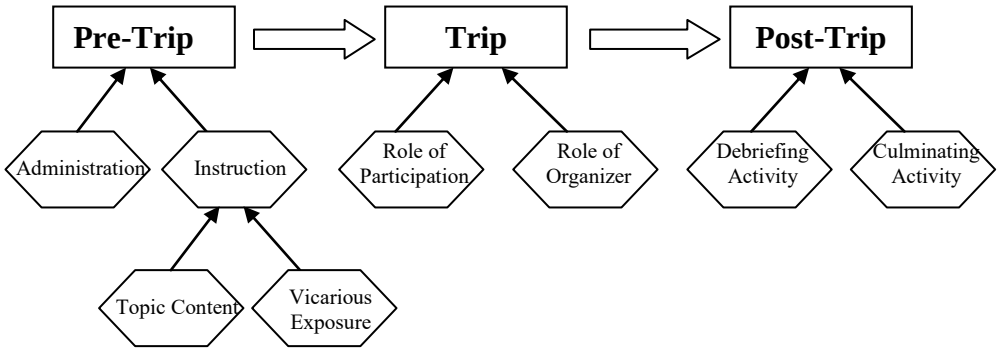
Finally,just as quality pre-planning is essential to the success of a field trip, planning for appropriate follow-up activities will facilitate students learning and multiply the value of hands-on experiences outside the classroom. The following activities provide a general guide when planning for post-field trip classroom experiences. Provide time for students to share general

observations and reactions to field trip experiences and share specific assignments students completed while on the field trip.

2.4.6 Approach of Educational Field Trip

The use of educational field trips has long been a major part of the education programming for both youth and adults. However, due to funding limitations, time constraints, and increased liability concerns many education professionals balk at requests for field trips. In spite of these concerns, well-planned field trips can be a valuable tool in the extension agent's educational toolbox.An educational field trip can be an integral part of the instructional program. Good field trips provide participants with firsthand experience related to the topic or concept being discussed in the program. As with any type of educational program component, field trips should be designed around specific educational objectives. A field trip should be designed so participants can easily make connections between the focus of the field trip and the concepts they are learning in the rest of the educational program. Numerous research studies in science education have documented significant increases in participant factual knowledge and conceptual understanding after participation in well planned field trips. When planning and organizing a successful field trip, three important stages should be included: pre-trip, trip and post-trip (Agbola & Abe 2017). See the below diagram

Pig 1 Field Trip Planning Stages



Pre-Trip Stage

The pre-trip stage of a field trip involves two major components: administration and instruction. The administration component involves all of the steps taken by the field trip organizer to arrange the logistics of the field trip. Steps include securing permission from appropriate administration, organizing transportation to and from the field trip location, contacting the field trip location to verify the schedule and activities, and obtaining signed permission slips from parents/guardians of youth attending the field trip. Unfortunately, many field trips organizers only focus on administrative concerns during the pre-trip stage of field trip planning. Although the activities of the administration component are important, if organizers only focus on logistics, a major segment of the pre-trip stage is missing and field trips may not be educationally successful.

The instruction component of the pre-trip is critical in preparing participants for the experience. Numerous research studies have shown that participants, especially youth, often have high levels of anxiety when going on a field trip. Anxiety levels can be especially high for and field trips to novel, unfamiliar settings. Often a field trip is the first experience a person has with a particular location. When individuals experience high levels of anxiety, learning cannot take place. To reduce anxiety, field trip organizers need to make participants feel comfortable and safe at the location of the field trip just as they would be in a typical classroom.

Omosewo (2009) is of the view that one method of accomplishing this goal is to provide participants with various exposures to the field trip site as part of pre-trip instruction. Vicarious exposure could involve the field trip organizers showing participants photographs, drawings, or a videotape of the site to be visited. This can occur at a meeting prior to the field trip or materials may be sent to participants prior to the event. Another option would be to post important field trip information on the internet so that participants can visit a website prior to the experience.

Items such as the location of restrooms and basic features of the site should be identified. If participants will be at the field trip site during a meal time, such arrangements should also be discussed. Studies in science education have shown time and again that providing participants with various exposure prior to a field trip significantly reduces individual anxiety and increases overall trip effectiveness.

As part of instruction, field trip organizers should also review safety and behavior rules and expectations with youth. These items should be included in permission slip letters to parents/guardians of youth participants.

To increase the educational effectiveness of field trips, pre-trip instruction should also focus on the content topics and concepts that participants will be investigating during the field trip. It is important for field trip organizers to give participants verbal clues regarding what to look for during their activities. Pre-trip instruction makes it easier for participants to focus on the educational goals of the trip. As part of pre-trip lessons, organizers should demonstrate the use of any equipment and explain in detail any activity that will be occurring during the field trip.

Research has clearly shown that during field trips, learning activities involving groups of two to three (2-3) individuals are most effective. These groups should be assigned during the pre-trip stage. Specific roles of each group member during activities (such as observer, recorder, and graphic artist) should be explained in advance.

Trip Stage

The second stage of a successful field trip is the trip itself. Two components should be addressed during the stage: the role of the participant and the role of the organizer. The role of the participant is accomplished by establishing a field trip agenda and sharing this agenda and field trip objectives with the participants. A suggested agenda for a field trip starts with a brief

amount of free time for individuals to explore the field trip site on their own. This open exploration may not be appropriate in all locations. For example, individuals could not roam freely inside an equipment manufacturing plant. They could however, have free time to view items in the visitor area or lobby prior to the guided tour. This exploration time allows participants to get comfortable with their surroundings. Once the basic curiosity of the facility is satisfied, learners are better able to focus their attention on the content topics to be learned.

The second phase on the agenda is often a whole-group guided tour. During the tour, the organizer or tour leader can point out specific items that relate to the educational goals of the trip. This also provides an opportunity for participants to ask any questions they may have developed during their exploration time. The third phase of a suggested field trip agenda is a small group learning activity. Working in pre-assigned groups of two to three (2-3) participants can complete an activity such as a short worksheet or scavenger hunt. The worksheet should be designed in a manner that is challenging to learners yet not frustrating. The worksheet should clearly relate to the educational goals of the field trip (Mayer, 2015).

Oghuluijah, (2014) opined that the role of the organizer is an important consideration during the trip stage. Although monitoring and management of the experience is important, monitoring participant learning is also a major organizer responsibility. Throughout the field trip, the organizers should be actively engaged in teaching activities. However, on field trips the organizer should utilize different teaching approaches than those used in traditional classroom settings. Organizers should interact with participants to help answer questions they might have. Organizers should also initiate discussion with small groups of participants by asking them questions. During field trips, organizers should function more as facilitators or guides rather than directors. By playing an active rather than a passive role during the field trip, organizers can

increase students' interest and learning.

Post-Trip Stage

The third and final stage of a successful field trip is the post-trip stage. Like the stages before it, this stage contains two components: debriefing and a culminating activity. During the debriefing session, participants should be encouraged to share and discuss their experiences during the field trip. This could include sharing and discussing data or results of assigned small group activities as well as sharing feelings about specific aspects of the trip or overall impressions. Participants should also be given an opportunity to identify and discuss problems encountered during the field trip.

The second component of the post-trip stage is a culminating activity. This activity should give participants an opportunity to apply the content knowledge they gained during the field trip. Culminating activities should help learners tie together content they covered in regular educational program sessions and content learned during the field trip. They can be whole group or small group experiences. Both the debriefing and culminating activities should occur as soon after the trip as possible.

Planning and organizing a successful field trip can be a great deal of work for the organizers. However, by following the simple steps in each of the pre-trip, trip, and post-trip stages, the participants can greatly benefit from your labor. Also when a well-developed field trip plan is presented to administrators, many of their concerns are usually addressed. Field trips should be an integral part of extension programming. If properlyplanned and executed,educational field trips can benefit everyone from the experience (Devit, 2008)

2.5 Instructional Materials

Instructional materials, teaching materials or instructional aids refer to all those facilities,

materials and equipment used by the teacher to illustrate, explain and emphasize a lesson in order to make the lesson clearer to the learners. In other words, they are the "devices which can be used to make learning experiences more concrete, more realistic and more dynamic." (Agbi, 2004).Yusuf (2006) defined them as "those materials which the teacher can use to facilitate learning. They are the materials or "things the teacher uses to assist the learners in their learning process". On the other hand, Ada and Ode (2003) said these are the "materials that can help to extend the range of various experiences of learners in any teaching learning situation".

From the foregoing, it is clear that these teaching materials are the materials that teachers employ or make use of in the course of their teaching so as to ensure that the learning experience appeal to more than one sense organ of the learners in order to enhance more effective learning and make a long lasting impact on the learner. This is because the learners need a rich store of concrete sensory experience to aid understanding. According to Gbaunaiya (2012), the effectiveness of these materials in enhancing the quality of learning depends on the expertise of the teacher and his training. This calls for careful consideration when selecting instructional materials for use and hence professional teachers become needful in our schools. One of the roles of the teacher in teaching and learning is to create appropriate avenues, select suitable instructional materials, strategies and methods for effective learning which requires proficiency. Also, the usefulness of teaching materials depend on the way he teacher handles them when intelligently and professionally handled, they produce good results when not well handled they become a distraction in the class and make a shipwreck of the lesson.

2.5.1 Classification of Instructional Materials

According to Agbi (2004) instructional materials/aids can be classified into three: audio-visual aids, visual aids and audio aids.

i. **Visual Aids/Resources**: "These are instructional resources which appeal to the sense of sight or vision". These include printed materials, journals, workbooks, pictures, posters, maps, charts, exhibits, transparencies, graphic materials, models, specimens, flannel boards, flash cards and realia.

ii. **Audio Aids/Resources**: These are instructional resources that aid learning by appealing to the sense of hearing and sight at the same time. Example: television sets, video tapes, video compact discs, film shows and motion pictures with sound tracks.

Dike (2009) classified instructional aids into:

(i) Graphic materials

(ii) Three dimensional materials

(iii) Still pictures

(iv) Still projected pictures

(v) Motion pictures

(vi) Audio materials

In addition to Dike's six types, Lortyer (2005) included printed materials. On the other hand, in Ada et al (2003) classified teaching/instructional resources into those by software and hardware, those by utilization and those by design.

The hardware are those instructional materials of physical products, devices and technical equipment such as television sets, radio sets, projectors, record player, cassettes tape recorder e.t.c. These materials sometimes require software to function.

Software is the carrier of instructional messages which require hardware to function and they function to retrieve, reproduce, transmit, magnify and project instructional messages.

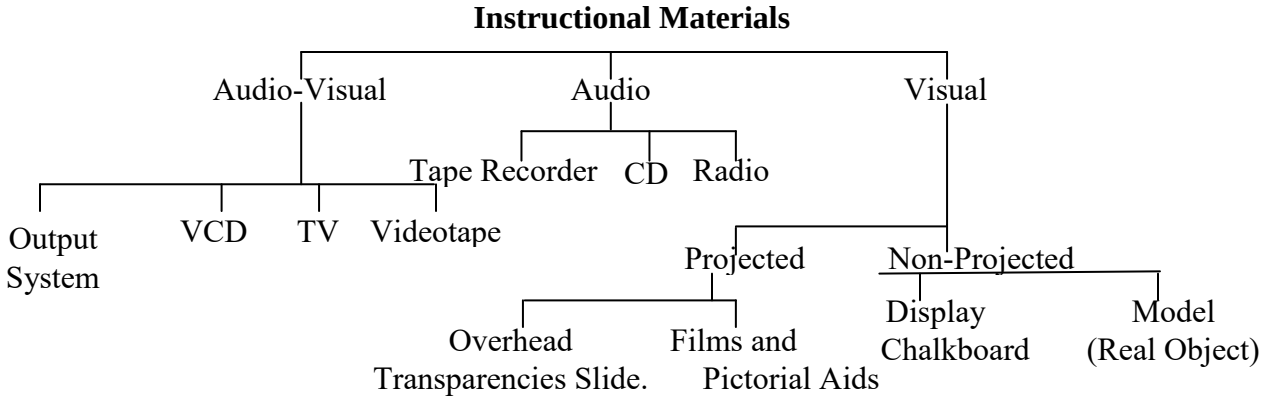
Instructional Materials by Design: These are specifically developed as major components

of the instructional system, they also facilitate formal learning and evaluation. Example: textbooks, instructional games.

Instructional Materials by Utilization: These are instructional materials not specifically designed as components of instructional system or to be used for instruction in academics but can be used for learning and evaluation. Example: radio, real objects, telephone, cassette tapes.

Abubakar (2014) in his own part classified instructional materials into;Audio aids, Visual aids, Projected materials, Three dimensional aids, Display materials and Audio-visual aids. Below is a diagrammatical presentation of the classification of instructional materials/aids.

Pig 2. Showing diagrammatical classification of Instructional aids



Instructional materials are very important in teaching and learning process (Surma 2007) as such they can be classified into teacher made and commercial made instructional material /aids, whereby in teacher made instructional materials/ aids the teacher is confident with the use of materials he made by himself. Instructional materials made by a teacher make him resourceful.Instructional materials made by a teacher facilitate teacher-student participation, since students may be called upon to assist in the development of the instructional materials for the lesson, they are cheaper to make and they are locally made and suitable to the environment. But it is good to note that the teacher made instructional materials/aids are difficult in terms of

time consuming, they are liable to errors and they may not be durable. On the other hand the commercial made instructional materials/aids, are durable, made adequate for the lesson, time saving and can be used for different types of lessons. It is also good to note that the commercial made instructional materials/aids are expensive and may be above the competence of the teacher, example the overhead projector.

2.5.2 Basics for Selecting Instructional Materials

The purpose of the use of instructional materials is to develop skills. Surma (2007) asserted that the basics for the selection of instructional materials must be in relation to the content of the materials. The materials should be accurate, up to date, and present sufficient information or help in achieving important objectives for which they are used. In addition, the materials should be appropriate for the lesson and should be adequate for the pupils learning abilities, example don't use microscope for elementary school pupils when you are teaching science.

2.5.3 Advantages of Instructional Materials

Instructional materials are materials that complement the effort of teachers in implementation of the curriculum as such they are very important as they make for effective, teaching by helping the students to make use of their senses. Example: hearing, seeing and touching. They arouse students' interest and focus the attention of students to lesson,

These instructional materials make students understand what they have learnt, they make instructions concrete, they help to reduce and enlarge sizes, example the use of atlas to facilitate teaching and learning of world political regions. They help to compress time, example the use of pictures to illustrate something instead of field trip and to help combat cost, example getting a picture of a motor car instead of buying one.

2.6 Instruction withMultimediain Classroom

The time it takes to earn the degree in education today is based on increasingly outdated model: so many hours in a classroom entitle a student to a receipt in the form of a grade, and so many receipts can be redeemed for a credential in the form of a degree. Education today is just beginning to think of shifting the basis of certification from time served to skills and knowledge acquisition.

Traditionally, classroom situation is teachers stand in front of the students, giving explanations, informing and instructing. They usually use chalk to write something on the chalkboard. This technique needs slightly to be modified regarding with the development of the technology. The using of multimedia in classroom cannot be denied anymore. That will make possible for teachers giving more opportunity to students being happier and more enjoy during the course. Josh (2012). Traditional classrooms have different settings from the multimedia classrooms. Students seat in rows and a chalkboard in the front. The teacher is standing in front of the class giving a lecture. Compared with traditional classrooms, multimedia classrooms setting differ greatly from traditional classrooms (Josh 2012).

Traditional classrooms have the sit in row and a chalkboard in the front. In the multimedia classrooms, all the equipment is available and make the students feel comfortable to study. They sit at wide tables in comfortable chairs and have plenty of room to spread work. Furthermore, they also have the opportunity to move the furniture around for group discussions. A large teaching station is located at the front and to one side of the room. Inside the station cabinet there are controls for the rooms built in equipment. The use of multimedia described here makes use of print texts, film and internet to develop and enhance linguistics and knowledge (Joshi) (2012) stressed that through their interactions with multimedia texts on topic of interest,

students become increasingly familiar with academic vocabulary and language structures. As they pursue sustained study of one content area through focus discipline research, the students become actively engaged in the process of meaning construction within and across different media. Working through the complex intermingling of meanings, embedded within different text encourages students to make connections as they build a wider range of schemata, which are then available to help them grasp future texts. Using print, film and internet as resources for studying provides students with opportunities to gather information through stimuli that will stimulate their imaginations, engage their interest and introduce them to the raw materials for analysis and interpretation of both language and context. Students develop solid foundation in several subject areas and become "content experts" in one.

Thus, they greatly increase their overall knowledge base, as well as their English language and critical literacy skills, facilitating their performance in future college courses. Although various studies support the application of multimedia in the classroom, Liu, Jones and Hem Street (cited in Joshi 2012) point out that the design of multimedia is useful when technology is to have any effect on learning. One of the main purposes of software in writing is to facilitate the development of academic writing skills for students through the use of the objects matter for writing assignments. The program is presented as a simulation game to interest and motivation. Students using the program found themselves in the virtual world of education.

2.6.1 Features of Multimedia Resources

Kumar and Rao (2010), outlined the characteristics of multimedia as follows:

1. Multimedia storage and retrieval system contain more information than any human training agent can possibly embrace. They also have many terminals through which students have access to the information.

2. The development of multimedia instructional and support systems have provided the tools for creating learning centers in which a very large number of models of learning can be actualized over a great range of content with considerable variation in complexity.
3. By employing media technology as support systems, we can offer to the students large number of ways to learn a large number of things.
4. With multimedia system premises is a form which permits the delivery of a range of instructional and informational support.
5. Multimedia system are not restricted to single type of learning or instructional mode, they represent a support for a range of them.
6. The capability of multimedia system is markedly greater than that of ordinary classroom practice in creating a variety of learning models.
7. Multimedia device is striking because it provides the opportunity to learn exceedingly complex skills which are related to set of devices and practice them to knowledge bases.
8. The development of multimedia educational system permits many models of education that otherwise are inconceivable as long as we think of the classroom and the teacher of the primary mediator of instruction.

2.6.2 Utilization of Multimedia Resources

With the current advance of technology, more opportunities have been made available to introduce technology into the classroom. Better internet connections better high-powered computers which are becoming more popular. Educational technology such as overhead projectors, filmstrip movies, and radio and television broadcasters has been in use in education for a long time (Bolliger, 2010). It is use and learning is not a new phenomenon.

Multimedia is any combination of text, sound, animation and video delivered by

computer or digitally manipulated means. It is a woven combination of digitally text, photographs, graphic art, sound, animation, and video elements (Vaughan, 2008). The simultaneous use of two or more different forms media (text, graphics, animation, sound and video) for effective information communication is referred to as multimedia. Deliyannis and Karydis (2011) observed that interactive multimedia board can be relevant in teaching various school including speaking skills. The values of interactive multimedia board have been emphasized as a means of involving several senses of a learner and a combating "verbalism" in the classroom.

Furthermore, the variety of media such as text, graphics, and audio for delivering content has attracted many teachers and students to use the internet for distant learning (Bothaina, 2010). These multimedia components get and hold learners' interest which many researchers belief is important when teaching the video generation. The use of technology is not meant to replace human resources rather it is intended to complement and enhance regular classroom work and the teachers' effectiveness will be enhanced through the use of these technologies. The students can use technology to reinforce the content they have learned in the classroom. In this way, the students can also have ample opportunities to expand their existing knowledge by dealing with complimentary activities which are completed and submitted online (Venkataiah 2014).

Types of Multimedia

Multimedia is composed of various components, these include: text, graphics, animation, sound and video. These types of multimedia can contribute immensely to the learning of students in the classroom.

Text: It is a fundamental element in multimedia applications. It conveys most information (Zhang, 2016). We can use ordinary text or various typographic effects for emphasis or

clarification in English teaching. In order to catch the readers' attention, teachers can use different fount size, colour and style to present information, emphasize a certain word or phrase. Also, through the interaction text on topic of interest, students become increasingly familiar with academic vocabulary, speaking skills, listening skills and language structures. Using print internet for studying provides students opportunities to gather information through stimuli that will stimulate their imaginations, engage their interest and introduce them to the raw materials for analysis and interpretation of both language and context.

Graphics: It refers to images and photographs, which contain no movement. Graphics can stimulate interest and motivation, improve understanding ability of language and offer a special reference object and topic Zhang (2013). Graphics plays a very important role in language teaching process.

Animation: It is the rapid images Z-D or 3-D artwork or model positions in order to create an illusion of movement. It ranges from scope to the basic graph with a simple motion to a detailed image with complex movements assisted by the use of animation. Teachers can key in points and enlighten students' motivation (Zhang, 2013).

Sound: It is speech, music or any other sound that is stored and produced by computers. It has more advantages than tape recorder. In multimedia, teachers can use more vivid and fruitful sound to help students in learning English Language speaking and listening skills.

Video: It is the visible part of a television transmission, broad-casts visuals and images of stationary or moving objects. Compared with animation, video can offer more vivid information but it will consume more storage space than animation (Zhang, 2013). The video may be categorized in two types, analogue video and digital video. Analog video is the video data that is stored in any non-computer media like videotape, laserdisc, film. It is further divided into two

types: composite and component analogue video. Composite Analogue Video has all the colours, and synchronization combined into one signal. Due to the composition or combining of the video components, the quality of the composite video is resulted as colour bleeding.

2.6.3 Implications of Multimedia Resources

Multimedia possessed a lot of implications to make teaching and learning interesting, with the help of its element it can invoke creativity in both teacher and students so that they can apply in order to teach or learn. Learning also becomes much easier with the help of multimedia. Vaughan (2010) outlined the implications of multimedia resources in teaching and learning as: Multimedia enables students to represent information using several different media, multimedia can take into account of different learning styles. Some students learn by interpreting text, while other require more graphical or aural representations. Multimedia allows for self-pacing and discovery, students can take the time they need and choose the path of learning making learning meaningful and pleasurable.The resources also help in development of higher order thinking skills. Interactive multimedia encourages students. Apart from these implications it is very clear to note that multimedia resources provides students the flexibility of anywhere, 'any time' learning, it also help in developing group and interpersonal skills. Better communication between students via email and chat sessions,thiscan encourage collaborative learning and enhance student-teacher interaction and finally help students to learn the content in a given discipline. It helps students think effectively, practice problem solving and decision making.

2.6.4 Teacher in Multimedia Instructional Approach

The teacher has to make a lot of modifications and adjustment if he/she has to adopt a multimedia approach. His/her role would have a different connotation compared to the

traditional role. Venkataiah (2014) stated that the role of ateacher in multimedia approache is not limited to that, the teacher has to adopt a number of methods and techniques; the teacher has to be aware of the different media and their availability; the teacher should be physically competent to use and demonstrate the use of different media; the teacher should be skillful enough to make a judicious choice or competent enough to mix them sequentially and in an orderly manner. The teacher's role is that of a facilitator or manager of activities. He/she has to lead his/her students for independent, individualized learning as such the teacher should provide experience such that the students can link practice and integrate them.

2.6.5 Problems of multimedia Instruction

The use of multimedia resources for teaching and learning has so many problems, however, Sousa, Rejitha (2017), identified some problems associated with the use of Multimedia resources. Multimedia instruction requires electricity to be operated, which may not be available in some rural areas or may not be consistently available due to shortages and blackouts meanwhile this has to do with accessibility. Multimedia instruction may take away the focus from the lesson due to its attention-grabbing formats. Production of multimedia is more expensive than others because it is made up of more than one medium. Production of multimedia requires an electronic device, which may be relatively expensive. Creating multimedia instruction requires more time. Multimedia requires consistent and long practice to master, which may take a lot of time and energy from the users. There is a wide variety of gadget models which arouse incompatibilities of media formats. The device used for multimedia must be used with care; exposure to moisture or other elements could cause expensive, irreparable damage which would require another purchase of a device. All these problems are associated with use of multimedia instruction.

2.7 Instructional Methods for Teaching and learning.

Teaching is a complex activity in nature and literally takes many different forms. It is an attempt to help someone acquire or change some skills, attitude, knowledge, ideas and appreciation. Two group of people are involved in teaching, the teacher and the learners who engage themselves in transmitting knowledge skills, attitude or skills (Surma D.A & Doggo B.T. 2007). Instruction is what is involved between the teacher and the learner as such the instructional process used by the teachers is what is referred to an instructional method Surma et al 2007). It is set to be the method used by teachers to involve students with subject matter in order to achieve a stated objective.

Teaching can be defined as the process of interacting with an individual or group of individuals with the aim of bringing about a change in his or their behavior. The person who initiates the interaction with the aim to change another's behavior is the teacher while the person whose behavior is intended to change as a result of the interaction is the learner. The behavior to be changed could be a belief, an attitude, a skill or knowledge.

The act of teaching is more than mere presentation of facts. It is developing new ways of thinking, new skills of meeting life's problems, new habits and new attitudes. In a nutshell, teaching can be said to be the process of developing people (learners) to have a healthy soul, a healthy mind and healthy body. Utulu (2002) defined teaching as the stimulation, guidance, direction, control and encouragement of learning.

2.7.1 Basic Requirements for Effective Teaching

For teaching to be effective, certain things are required to be in place that are very important (Surma 2007) emphasized that understanding your learners is very important. In every class, there exist some variations in the learners. In other words the learners are never the same

in any classroom and as such the teacher, if he must carry out effective teaching, must understand the differences and explore avenues to reach out to all the learners in their differences. To do this, he must understand their level of maturity, interests, intellectual abilities etc and these must be brought to bear on his choice of teaching methods, teaching techniques, instructional materials, organization and presentation of concepts. However it is good for the teacher to understand the individual differences of the learners which will eventually help him to know the needs of the learners particularly in respect to learners' ability and disability.For success to be attained in anything worthwhile, adequate planning is required. Teaching also requires same to be effective. To achieve effective teaching, the teacher must plan ahead, select and distribute his content to tally with times and seasons that he deems most suitable. He must select and gather appropriate instructional materials for use, plan ahead that method that is most adequate for attaining the set objectives and the learning environment too must be selected and organized to promote learning. It must be noted that if a teacher does not plan a lesson, he is indirectly planning to fail in teaching. In this case proper planning will certainly prevent poor performance of teachers and students in the process of teaching and learning.One of the basic requirements for effective teaching is the right choice of teaching methods, and techniques which will suit the learners at their different levels of intellectual ability and development as well as the learning environment and interest of the learners and the proper use of same to promote learning. This clearlyindicate that exposing learners to an appropriate method like field trip will enhance their performance.

The choice and use of appropriate instructional materials is also required for effective teaching. When appropriate instructional materials are chosen and rightly used, they attract attention of the learners and promote learning but when wrongly chosen and used they become a

distraction in the class and end up confusing the students instead of helping them to understand the lesson, as such using multimedia appear to be effective for teaching Islamic studies concepts. The teacher is a manager. He manages human resources and not material resources with the aim of effecting a positive change in behavior, skills, attitudes or knowledge of the learners. If he manages the class well, the classroom environment can promote learning but if he mismanages the class, it will become a place of violence, noise making, rancher and disharmony which in the long run will not make for effective teaching. The teacher can manage the class well with the use of appropriate reinforcement, reward, punishment, regulations, control, and assignments to keep them mentally and emotionally alert for learning (Surma2007).

Consequently, evaluation is a very important aspect of teaching as it makes available to the students the knowledge or the results of their efforts. When students see their results and see impressive grades, they get motivated and work harder to maintain same and when on the contrary the grades are low, they work hard to improve on them. For the teacher too, a good knowledge of the students' evaluation puts him in a position to x-ray his own teaching and to make amends if need be. This helps him to improve on his teaching.

On the other hand, a wicked teacher or one that is dictatorial or care-free does not get the best attention and motivation of his students and such students learn under tension and fear and as a result, effective teaching does not take place. For effective teaching to take place, the teacher must have a good command of knowledge in the subject he teaches. In fact, an application of all the other factors discussed above without mystery of the subject matter can only amount to effective dissemination of ignorance.

2.7.2 Classification of Teaching Methods

Methodology deals with study of methods, Method means a general way of doing

something. Several instructional methods could be used for an effective teaching and learning of Islamic Studies, the use of a variety of instructional methods are the means through which teachers engage their students into meaningful activities.

However, the instructional method that could be used for teaching Islamic Studies can be grouped as teacher-centered, student-centered and recent approaches thus: Teacher centred method this method refers to the method that the teacher dominates the activities of the lesson; while the learners remain passive listener. Example lecture, field trip demonstration method and dramatic. Leaner centered method. This has to do with the method that the student (learner) dominates the activities of the lesson example project, discovery, inquiry discussion and problem solving method. Recent approached, these are new approaches such programmed instruction, individualized, Computer Assisted Instructions (CAI) and projector for teaching.

2.7.3 Lecture Method

Lecture method this is a teacher-centered method. It is an old instructional method in which the teacher verbally diverse as per planned body of knowledge to his students. This is a method whereby the teacher does the talking while the learners are passive listeners. Surma et al (2007) opined that lecture method is an oral presentation of information by the teachers. In a lecture method setting, the teacher tells, explain, describes and demonstrates whatever students are required to learn through listening and understand. It is therefore a teacher-centered method.

The teacher in lecture method is very active engaging himself in all the talking while learners are inactive and passive listeners. Even though lecture method is popularly use but its limitation of involving learners actively restrict its usefulness as in structural method because of the following reasons: Alasoyi (2017); it is not suitable for children especially in primary and secondary school. Particularly if the topic is not interested, it does not promote meaningful

learning, students do not participate in teaching and learning process, retention by students is difficult and it encourages memorization.

The lecture method is the simplest means of imparting information to a large number of audiences though no effective guarantee that learning will take place as it does not require the use of any instructional aid. This method only concerned with verbal transmission of information, as such students are limited to the development of their psychomotor ability. Ann (2004) poised that lecture method is widely used in Nigerian Secondary School System but does not result in noticeable change in attitude.

Despite the fact that students remain only passive listeners during lecture, the method has various advantages (Noun 2006); as it allows extensive treatment of the content by the teacher, it is very cheap, allow wide range of audience to listen, very effective with adult students, it can be used at any place not necessary in a classroom. In line with all the advantages and disadvantages lecture method can be used to teach Islamic Studies curriculum but added with other methods and appropriate instructional aid especially multimedia devices to help students participate fully and be active in the lesson which will help them develop with their cognitive and psychomotor activities.

Guidelines for the use of lecture method

When it becomes necessary to use it, the teacher must:-Use adequate aids and examples to assist in his explanation, monitor understanding at each step. Stop at each step to ask question or giving exercise, control the class. Don't be careless about discipline, be of high personality, dress smartly and neatly, don't do things that could be little to you.Use good communication skills; speaks clearly, use appropriate facial expression and give room for application of ideas taught. Let the learners be placed in a situation that requires them to use the knowledge acquire,

if notthe choice for this method may become meaningless. This method could be very important for teaching Islamic Studies Curriculum such as ‘Sirah’ as the teacher covers a wide area of study within a short period of time, teachers can teach large number of students at once, enables students to read more in the library, enhances learner (s) listening skills and enable students to acquire critical thinking (ability to write and listen at the same time) though it has short coming as the students are passive listeners and sometimes watch only, the dull students are hardly identified by teachers during evaluation, it is teacher centered. Teachers are over worked since they do all the talking and method does not give enough room or it discourages active participation of the students.

2.7.4 Field Trip Method

Field trip is a study taken outside the classroom to obtain direct experience from natural setting, it is organized to improve students’ ability in learning. It is a planned exercise taking place outside the classroom. It offers opportunity for learners to get firsthand information on people, places, activities, and things for the permanency of learning experiences (instructional strategies online, 2013) since field trip is a method of teaching used to collect firsthand information it will enable both teachers and students to create meaningful and productive learning both in the field and in schools.

The use of field trip as a method helps to bring about an effective learning of Islamic Studies, it is of numerous benefits as it enhances the observations of learning experience in the field practical aspect of ‘Ibadat’, identifying the real performance of the ‘Ibadat’. Field trip is an interactive method of teaching which gives both male and female students equal chances to widen their practical and cultural experiences. Thus, Amos (2013) remarked that no evidence of superiority is expected to be noticed in the academic performance based on gender, if both males

and females students are exposed to learning experience equally.

A field trip is an educational journey usually designed to supplement and expand concepts already discussed in the class. On a field trip the entire class visits a point of instructional interest such as museum, a farm center of factory. The field trip has the following advantages as a teaching procedure. (Surma et al 2007).

It provides first-hand experience, it is pleasurable because of the vivid leaning experience, it is more interesting for a majority of students than much other leaning experience, it provides a common experience upon which meaningful discussions can be used, it breaks the monotony of classroom instruction and it gives the learners learning opportunity beyond their curriculum content since traveling is another form of education. Despite the advantages of field trip the method has the following disadvantages: It is time-consuming and may hinder the performance of other activities, there is the risk of accident, it is expensive. A field trip can be very important or relevant when teaching Islamic studies concept such as congregational prayers 'Juma'at' prayers, grave yard visitation and sick person visitation as students will be carried out to go and see how such acts of worship are performed practically and in reality.

However, when conducting a field trip, the following should be considered:Be sure all students know the purpose and destination of the field trip. Teacher should identify what they are supposed to learn from such an experience, plan essential details with students before the trip. Help students gather specific information about the subject to study and help them prepare a series of questions to be answered while on the field trip, be sure that students understand the relationship between what is seen on the field trip and what has been discussed in the class, as part of effective planning with the students help establish standards of conduct to be observed while on the field trip. Encourage students to think of the trip as a carefully planned learning

experience, not as a pleasure excursion, be aware of legal responsibilities in conducting field trips, be sure the field trip serves an educational purpose, and solicit the help of the administration and other members of the department, in planning and carrying out the field trips. Be sure the trip is adequately supervised even if it requires the assistance of other teachers or in some cases parents, help students derive maximum benefit from the trip by subsequent students appraisal, teacher-led discussions and class reports, consider the possibility of short, as well as long field trips and field trips outside of school hours and permit small groups within the class to take field trips for different reasons, if you are sure that they will serve educational purposes.

2.7.5 Demonstration Method

By definition, a demonstration is concerned with showing by the teacher, as such it is a teacher-centered method The teacher explains, shows and does something while the learner watches and listens. This method is valuable to a job trainer in industries, teachers of various trades and to many other instructors in situations where basic a method for introducing raw/new skills to the learner is required. In subjects involving psychomotor skills, the demonstration method is often the only feasible method of attaining the course objectives. If used by skillful teachers, demonstrations are conducive to the development and maintenance of interest among pupils. (Surma et al 2007),

Demonstration method is a way of teaching through explanation, showing and acting. Ameh &Dantani(2012), defined demonstration method as the use of practical experiments display of outward illustrations, feelings to prove or show clearly a point, fact or concept. This method is a teacher-centered method which affords students not only to hear what the teacher says but also to see how he demonstrates it. It often occurs when students have hard time connecting theories to actual practice or when students are unable to understand application of

theories (Shu'aibu, 2017). This method is appropriate in teaching basic and Senior Secondary School level, topics such as Islamic ritual, ablution, prayers 'Hajj' rites, moral lessons. These topics require practical demonstration for the students to be able to understand them quickly and also remember them whenever they are asked (Zakari 2019).

Demonstration is always accompanied by explanation therefore; this method is relevant to the study in that in executing the practical activities of the content particularly the performance of ablution, 'Sa'aye', 'Tawaf' among others, there is the need to combine "oral explanation" with "doing" to communicate. Coffy (2009) in Zakari (2019) viewed demonstration as the ability of performing the task step by step so that the learner will eventually be able to complete the same task independently. It is particularly effective in teaching skills that can be observed.

2.7.6 Dramatic Method

Dramatic method is a way of teaching by dramatizing the content of the lesson to be taught to students by the teacher as such it is a teacher-centered method. The role of a teacher is to guide the students by assuming the role of a manager. The use of drama in teaching and learning situation is to give a practical impression of what is to be taught. For example, the battle of Badr and Uhud fought by the prophet (SAW) and the battle fought by Sheikh Usman bin Fodio, could be taught in a dramatic way. Students will find their learning experience in this situation very enjoyable and is capable of enhancing students' retention. This method is in use in modern Nizamiyah school of Sokoto (Zakari 2019).

The method is appropriate in teaching the following historical topics: migration of the Prophet from Makkah to Madina, history of the Prophets and Sahabas. It could be used at both the lower, upper basic and Senior Secondary School levels (Zakari 2019).This method can be

used in relation to the study for the fact that a great deal of student's participation and involvement physically, mentally and emotionally is ensured. This opportunity would promote students' sense of belonging by acting together socially, thereby enhancing their communication skills and sense of confidence.

2.7.7 Discussion Method

Discussion method involves a group of people in a class who get together to exchange ideas, facts, options and expressions orally about a topic of mutual concern and interest under the guide of a teacher as such this method is student centered. Discussion method is a process or way by which two or more people are involved in a verbal exchange of views, opinions or ideas. It is a step by step verbal communication. Procedure of teaching specific aspects of subjects in order to get the desired objective (Vighnarajah et al, 2008 in Zakari, 2019). The method is suitable for mainly topics that are problematic and debatable. The method also utilizes guided interaction to highlight a particular subject matter with the aim of facilitating the learners, as the drop in attention is always avoided. The role of a teacher is a facilitator where he encourages the students to discover things for themselves. This method enhances learning by giving learners room to develop their communication skills, mental skills such as critical thinking, reflective and evaluated diverse opinion (Jegede, 2010).

Discussion method involves the teacher, the discussion topic and the students. Role of a teacher is the problem mover. He will introduce the topic that is, the problem to be solved to the students, he then brings into effective interaction between the students and continue to be a guide towards solving the problem. At the end he summarizes all the points raised, evaluate and present solution to the problem (Zakari, 2019).

They are regarded as active participants in solving the problem under discussion. A times

a discussion topic is given to them to go and study when they come to the class, the teacher will introduce the topic and initiate the discussion to the class. Thus, each student will react to the topic based on his/her information or idea; hence students arrive at a conclusion through this process.Discussion topic is seen as the problem to be solved. The problem is usually a topic that is supposed to be taught by the teacher in the next period. The topic is given to the students with a request to ponder over. This will mean the student referring to some materials or resource persons (Zakari, 2019).

In a discussion class, the students talk to each other about the concepts or problem until there is an agreeable understanding to it. Mentally, a discussion in a class is very similar to Born's "brainstorming session" where everyone concentrates on solving a problem. The discussion method is used under the following circumstances (Surma et al 2007):In developing a skill for using knowledge, in exploring the need for studying a given topic, in developing the ability of students to get good, recent and accurate information, to give experience in thinking for development of new ideas, provision of an unusual opportunity for verbal practice and to develop new motivations and interests. It seems plausible that a discussion method would be very appropriate for educating and training students to apply knowledge, to think critically, to solve occurring problems.

2.7.8 Project Method

This is a method in which students learn through independent activity, under the guidance of the teacher as such it is a student centered method. With teachers help students plan and execute in a logical sequence, every step from the beginning to the end. Every experiences connected with the problem is carried out by the students. The teacher should refrain from doing work for them, because all the experience connected with a given job, and with obtaining and

using the knowledge required to carry it out properly, constitutes the project. The project method can be used by a teacher for any group of students. It may be a simple one such as collecting different leaves on the school compound or a complex one like finding out why there is a fall in agricultural productivity in an area. (Surma et al 2007). Before embarking on the use of project method both teachers and students must have common purpose and ensure to the following procedures; the teachers explain how the students are to carry out the project. This depends on the objective, the students think out and design the project, which is later presented to the teachers for assessment and corrections.The teacher assesses the project, during which he estimates the cost before accepting a particular model, the students list out the materials, and start collecting them, allow students to start the project and be contacting the teacher from time to time for corrections, they assess the project and award marks. Projects can be individual or group in nature.

It is quite imperative to note that a good project should motivate students and should be beneficial to them, it should provide valuable learning experiment/exercises, it should make for self-discipline and should involve organized methods of collecting data and arriving at decisive conclusion (Surma, 2007). In addition, project method is a process which enables pupils to acquire whole-hearted purpose and to pursue them to a satisfactory end. By this method, pupils learn to work together on selected plans. They clearly see the purpose of whatever task they undertake, it is an excellent means of fostering cooperation among pupils, for they engage themselves in the process of problem solving and rational thinking. They survey actual situations, collect data and prepare their reports conclusion and recommendations together.

2.7.9 Problem-solving method.

This consists of identifying selecting and placing problems growing out of the experience

of the students, and guiding them towards the solution of the problems. The solving requires the ability to reason and demands active thinking on the part of the learners as such it is students centered. The teachers' task is to select suitable material. Problem-solving develops reflective thinking, creative expressions, critical analysis, and logical reasoning in the pupils and provides valuable carry-over benefits of application to future individual and group problems. The method is suitable for use in secondary and tertiary classes. Before embarking on the use of problem-solving any concept of a curriculum, teachers need to guide students an issues like raising/identifying the problem, interpreting or more precisely formulating the problem, gathering and evaluating data testing (including materials required), formulating tentative solutions and testing them, where possible, by experience and verifying the results it is important to note that this method is suitable or appropriate only at Senior Secondary School and tertiary institution as, it helps an individual to learn from his successes or failures, it leads to complete understanding because it involves the students in the actual solving of the problems, it increases the capacity to reason and to solve live problems, it contributes to the development of reflective thinking, creative expression, critical analysis and logical in students, it may be effectively utilized to solve class problems and it provides valuable carry-over benefits with respect to application to future individual problems.

But the method seems to have some short comings as it is very difficult to organize and use successfully. Though it serves time and improves teacher creative intelligence but if not carefully planned and carried out, it may not solve the problem (Surma 2007).

2.7.10 Discovery Method

Discovery Method is a method of teaching where a classroom teacher allows the students to discover new facts, new rules, new methods and techniques of solving problems as well as

new values for themselves as such it is a student-centered.Discovery method is also called the "Heuristic Method" this method as the same implies, is a method by which the pupils discover things for themselves. The method uses facts that learners are mentally active all the time. (Yusuf 2012).

NadiraSa'ab (2005 cited in Moh'd 2018), was of the view that discovery method is the process of inductive inquiry, where learners conducting experiment, a theory which closely resembles the scientific process. Learners identify variables, collect data and interpret them. Then learners generate hypothesis in order to better describe and understand relationship between concepts.

Discovery learning is a type of learning where learners construct their own knowledge by experimenting with a domain, and inferring rules from the results of these experiments. The basic idea of this kind of learning is that learners can design their own experiment in the domain and infer the rules of the domain themselves where such is done, they are actually constructing their knowledge. Because of these constructive activities it is assumed they will understand the domain at a higher-level than when the necessary information is just presented by the teacher or an expository learning environment. (Mayer 2013).

Often times learners depend on the teachers to provide all the answers they need which is not always helpful to the learners , hence , teaching and learning involves helping the learners to discover certain facts to answers to a given problem (Zakari, 2019). Furthermore, NTI inZakari 2008) defined discovery method as,a process through which students find out facts or knowledge through the understanding of concept. It is a method where students deduce or infer something from what has been introduced. In this situation,the learners use their mental capability aided by only the introduction from the teacher to discover what is required from

them. It is a process of allowing the students to take the leading role in their own learning experience. This method encourages students actively use their intuition imagination and creativity (Maikudi, 2012). It can be in form of on the spot or take home assignment. The teacher guides the learners' progress by means of commands and clues. This method ensures that learning materials, facts, concepts and problems are presented to the learners in a systematically process so as to guide the learner to move from one step to the next. Discovery method aims at allowing the students to discover phenomenon and facts by themselves thereby, understanding why they happen to be so. Similarly, it teaches students to learn the skills and process in arriving at the answer. This method can be used in teaching Islamic ethics and morality.

The implication of this method to the study is the fact that it is a student-centered method and challenges students to find out things for themselves. Students gain knowledge on their own through active participation. It also encourages analytical thought and promotes students initiative development. However, it slows down teaching process if not adequately coordinated also large class size can hinder its implementation.

Recent socio-political and economic changes in the world and within nations have brought changes in educational goals. Schools are therefore, charged not only to equip the learners with the basic knowledge of Islamic Studies alone, but also to equip them with higher cognitive skills such as problem solving and reflective thinking skills that allow for self-development and continuous learning for investigative information (NTI, 2009). According to Adesina (2005), a survey of literature on teaching method in Islamic Studies education has clearly shown that, traditional conventional i.e. teacher-centered method to teaching which involves the use of methods like lecture and recitation have been relegated to the background. Adesina (2005), also emphasized the need to use learner-centered method. Some of the

commonly identified methods are; discussion method, storytelling method, dramatization method and lecture method.

The National Teachers Institute (NTI, 2011) has recommended a new method for the teaching and learning of Islamic Studies in Schools. The new method is pupil or learner centered. The learner is not treated as an empty vessel. Learners are credited with knowledge, skills and attitudes from the day they were born which requires development, through guidance, encouragement and motivation. In this setting, the teacher is not a "sage" but a "guide" on the side. His role has shifted from that of imparting knowledge to a facilitator.

Furthermore, NTIrecommended the following teaching methods for improve accomplishment of Islamic Studies goals in classroom. Discovery method, guided inquiry, concept mapping and simulation. Under the communication-skill-related method, the story-telling, discussion method, role play and lecture methods of teaching are encouraged. Similarly, they can be used in the area of Islamic Studies.

2.7.11 Inquiry Methods

Shehu (2016) said Inquiry is a term used in education that involved the use of questioning seeking knowledge or information or finding out about phenomena. Using this method students learn not only concepts and principles but self-direction, responsibility and social communication. It is a highly interactive step by step approach which involves students at level of discussion (Obeka 2010). It is also the way students learn when they are left alone.

Inquiry method can be briefly defined as a pseudo-experiment where the teacher has the students reify already taught concepts. The parts of the lesson taught match the different components are revised at each stage to follow for proven questions by students (Inuwa 2018). It is a highly interactive step-by-step approach which involvesthe students at all levels of the

discussion. It is a teaching strategy which follows a systematic laid down principle which is set by the teacher for easy comprehension by the students (Obeka, 2010). Vanarmva (2010) has stated that inquiry can also be defined as seeking for truth, information or knowledge, seeking information from questioning. Individuals carry on the process of inquiry from the time they are born until they die. This is true even though they might not reflect upon the process. Infants begin to make sense of the world by inquiring. From birth, babies observe faces that come near, they grasp objects, they put things in their mouths, and they turn toward voices.

The process of inquiring begins with gathering information and data through applying the human senses, seeing, hearing, touching, testing and smelling. Unfortunately, our traditional educational system has worked in a way that discourages the natural process of inquiry (Inuwa, 2018). Students become less prone to asking questions as they move through the grade levels in the schools, students learn not to ask too many questions. Instead, they listen and repeat the expected answers. Kurumeh, Jimin & Mohammed (2012) defined inquiry method of teaching as a process which encourages students to solve problems in a logical and systematic manner using the processes of science. These processes are characterized by various skills such as observing, comparing, informing, hypothesizing, experimenting, data collections and interpretation of data. In the inquiry method, students are required to develop both the principle and the solutions to a problem (Inuwa 2018).

The inquiry method is a development of the discovery approach which is done with a view of finding some solutions to certain Mathematics problems. Inquiry investigations therefore go further and deeper than discovery and so the learner needs to use all his discovery abilities in order to succeed in true inquiry (Kurumeh, 2010 in Inuwa 2018). The inquiry method is therefore a true problem-solving method and that the learner should develop the intellectual fact and

sensitivity to solve problems by inquiring constantly. As a result, true mathematics inquiry involves the unraveling of the hidden relationships in mathematical concepts (Asikhia, 2010). On the other hand, the inquiry method is a structured method of teaching Islamic studies which results in students gaining knowledge of the subject's principles and concepts. It also results in students having the ability to formulate and resolve problems as well as communicate and acquire other skills necessary for working with people. The method also embeds in the students, positive curiosity which is essential for participating in a mathematics, classroom. Students also develop social skills, problem-solving abilities and attitudes necessary for self-directions. The role of the teacher in an inquiry-based classroom is quite different from that of a teacher in a conventional classroom. Instead of providing direct instruction to students, teachers help students to generate their own content-related questions and guide the investigation that follows. Since the role of the teacher in an inquiry-based classroom is unconventional, it is sometimes misunderstood. Administrators, parents, or even students may not recognize the hard work that goes into planning and implementing inquiry-based approach- In fact, it may seem that teachers are not doing anything as students struggle to formulae questions and seek out answers.

There are strong arguments for choosing an inquiry-basedlearning approach over the more conventional method of instruction. An inquiry-based curriculum develops and validates habits of the mind that characterizes a lifelong learner: it teaches students to pose difficult questions and fosters the desire and skills to acquire knowledge about the world. Students are given opportunities to take ownership of their own learning, a skill necessary for one to succeed in college and in most professional settings. Additionally, an inquiry-based learning approach allows students to draw connections between academic content and their own lives, which can be particularly important for culturally and linguistically diverse learners.

2.8 Teaching and Learning of Islamic Studies at Upper Basic Level

Islamic Studies plays a vital role in educating and developing the values and morals of the society in general. As a comprehensive religion, it covers all aspect of human life: spiritual, mental, physical and social (Zakari, 2019). Therefore, there are many aspects of teaching the curriculum content at the secondary school level. First, there is the theoretical aspect, which concentrates on the Islamic faith and its philosophy consisting of contents such as *Tauhid* (Oneness of God) *Iman* (Faith), *Al-Akhira* (last day and its events), *Al-Ruh* (Soul) *al-Khalq* (creation both human and material), attributes of faith, believe in 'Allah' and His attributes, attributes of faith such as to believe in the Prophets, angels, scriptures, last day and '*Qadr'.*

The second aspect concentrates on teaching about Islamic worship *(Ibadaf)* (NERDC, 2013). It concentrates on matters like prayers, pilgrimage (hajj) and Islamic rituals *(taharah).* The third aspect is the planting and reinforcing of values and morals which guide the behaviour and practices of learners in their daily live through the contextual study of the Quran and Hadith, Arabic text, translation, commentary and their teachings. The last aspect has to do with Islamic history and civilization (Zakari, 2019)

Observations prove that, generally the methods of instruction at the secondary school level are in the forms of lectures and individual recitations. However, most Islamic Studies teachers faced difficulties in teaching the content, particularly on the part of the proper techniques and suitable methods to be applied on such contents.

Consequently, teaching is mostly concentrated on cognitive aspect of the curriculum topics such as *mirath* (inheritance) which requires a formular with which problems are solved and find solution by the students, practical demonstration of '*ibadah'*such as sand ablution *(tayamum)* which needs a guide by the teacher to solve such problems, however such topics were

always left uncovered or neglected due to incompetency of the teachers to employ the learner centered method such as discussion and activity-based. Other topics that are neglected based on inappropriate use of teaching methods are those that are historical in nature, those topics demands the teacher to employ an interactive class activity, allow students to examine the topics in the light of information they obtained and finally react to the topics based on the information they have. On the part of the textual study of the Quran and Hadith as well as their moral and ethical values and its teachings, is somehow abandoned also. A full concentration of recitation and translation of the text is the main concern of this aspect, neglecting other aspects of the commentaries application to daily life.

According to WAEC (2009), the rubrics were clear and marking scheme was also quite flexible and adequate. It was reported by the chief examiners that candidate performance was said to be poor in Islamic Studies. It is worth saying that despite the clearly expressed, straight forward and unambiguous questions, unfortunately candidates overall performance remained poor. Their weakness was their inability to write and explain Quranic and hadith quotations in details, explain in details how most of the pillars of Islam are performed correctly. Their answers were too superficial and contain lost of irrelevances. This is an indication that the teachers have been neglecting some aspects of the syllabus; little attention has been given to the practical aspects of the curriculum content also little attention has been paid to the actual needs of the learners. More than that, frequent use of lecture method which focused on the teacher-centered style hence will not give the students opportunity to participate actively on the teaching and learning of Islamic Studies as such enhances poor performance andretention.

Therefore, effort should be made by Islamic Studies teachers to make the lesson more lively, current and practical as possible so as to make the students understand thefact that Islamic

Studies is an all- embracing subject in such a way that students are engaged in practical demonstration. Similarly, there is need to adopt activity-based and discussion lessons for some aspects of syllabus where such obligatory bath, Salat Hajj, Marriage, Tayamum can be practically demonstrated through the activity-based method of teaching as the method seeks to address some major problems of the conventional instructional styles, reinforces course content, develop team building skills, promote participating learning, allows for creative problem solving (Okwudishu, 2011). Similarly, the uses of discussion method draw some interactive lessons from some of the fundamentals of Islamic devotional duties. For instance, the social significance or lessons of standing shoulder to shoulder in salat, morals lesson derived from some Quranic *suwars* and so forth. This allows the students opportunity to orally present opinions and evidence in an attempt to answer the question satisfactorily deepens their understanding and improves reading comprehension.

2.8.1 Relevance of Field Trip Method and Multimedia Resource in teachingIslamic Studies

In Islamic Studies, the learner acquires knowledge, values and principles of Islam, emulate the teachings of the holy prophet (SAW), identify and observe the fundamental beliefs and practices of Islam, recognize work as a form of 'Ibadah', develop the sense of responsibilities in managing the environment and acquire relevant skills and values to cope with issues and contemporary challenges facing the society (Ummah). This is clearly reflected in the general objective of Islamic studies as inclined toward noble character building by instilling the fear of God in the minds of the learners. In line with that, Federal Republic of Nigeria in Ajidagba (2010), stated that among the objectives of Islamic studies is to lay a sound basis for moral habit as well as scientific critical and reflective thinking. This would not be attainable

without the appropriate and suitable methods of teaching thus, National Policy on Education (2013), emphasizes the appropriate teaching method to be adopted by teachers so as to solve educational problems and enhance students learning and retention. As an academic subject, Islamic Studies has been very instructional in developing the natural talents and personal skills of the srudents. By education pursuit, students can maximize their academic potentials hence contribute to both individual and national development.

Since the introduction of Islamic Studies Curriculum in 1953, an examinable subject under West Africa Examination Council in 1968, it has experienced many challenges, the major ones are shortage of trained teachers, to teach the subject (Jimoh, 2010). The subject has moreover inadequate teaching and learning resources, recommended textbooks are hardly available in schools. Even in those schools where the books are stocked, they are sometimes inadequate in relation to the students needs (Bouman, 2012), and above all, frequent use of conventional teaching methods which does not involve students active participation, enhance their communication skills, promote their creative and reflective thinking ability consequently develop poor retention.

Methods and teaching strategies employed by teachers develop different skills in the learner, thus the use of appropriate teaching methods make the teaching and learning process more enjoyable and stimulating. However, many scholars have identified various teaching methods in teaching Islamic Studies to include the following:‘Kuttab’, discovery, problem solving, ‘Takrir’, narration, memorization, activity-based, discussion, al-Ghazzali, Thematic, lecture, field, trip and so forth. But lecture method as the most frequently method used to teach Islamic studies is characterized as one way-flow of information from the teacher who is always active while the learners are always passive (Bouman, 2012).

It is worth noting that activity-based and discussion methods assume a very significant stake. This is because affective and efficient implementation of Islamic Studies curriculum substantially depends on the suitable teaching methods employed by the teachers. Activity-based and discussion methods are worth utilizing by Islamic Studies teachers for the fact that Emeh (2011), persisted that the current teaching methods employed in secondary school in Nigeria are grossly inadequate and are more of teacher-centered. In the same vein, Suprayetno (2011). added that Islamic Studies teachers have difficulty in identifying other appropriate teaching methods and strategies of teaching Islamic Studies. Moreover, Olatubosun and Taminowo (2013) suggested that, Islamic Studies teachers should vary their methodologies of teaching. It is against this background that conventional method of teaching Islamic studies remains the most popular method for transmitting ideas by teachers which allows for little or non-participation of students, the end result is rote learning with lots of misconception, poor creative and communication skills which consequently lead to poor retention. Thus, the employment of learner-centered method through activity-based and discussion method will make teaching and learning of Islamic Studies at the Senior Secondary School level easier, interesting, learners at the same time are encouraged to be independent and to supplement classroom teaching, develop learning and decision making skills hence, learn to tolerate and appreciate their mates

2.8.2 Factors to be considered for the choice of an instructional method for teaching Islamic Studies

Teaching of Islamic Studies involves the use of appropriate instructional methodology in enhancing the understanding of Islamic Studies as a concept of the learners in order to make them to the individual growth and peaceful development of the society. Islamic Studies by making use of learners centered approved to promote learners self confidence in tackling

religious problems when choosing an instructional method. Teachers according to Guga et al (2015) must take the following into consideration.

i. **The Nature of the Students**: The age and level of the learner's development should be considered before the choice of a method. In this case the ability level and learner's intelligence should be considered as such the instructional method for teaching Islamic Studies at higher institution must be different from that employed at secondary or even primary schools.

ii. **Entry Behavior:** This has to do with the prior knowledge (previous knowledge) of the learners, it is very important in the learning of a new task as such it must be taken into consideration before the choice of instructional method for Islamic Studies. However, previous knowledge in this case may not only be the knowledge acquired in the previous class but related ideas or experiences.

iii. **Duration for the Teaching:** Necessary consideration should be given to the time allocated for the teaching. An instructional method that required more time should be given enough time as well as a topic that required more time should be given enough time.

iv. **Instructional Material Aids:** Instructional aids are the resources a teacher uses to teach lesson. Every teacher needs a range of tools that will assist him for students to learn effectively. Instructional materials play a large role in making learning more accessible to the learners and encourage students to engage with the knowledge in different ways. It is important that students with visual impairments or print disabilities such as dyslexia have access to electronic versions of reading materials.Flexibility in instructional materials and use of multimedia make it possible to reach out to different learning styles. Teacher is

expected before choosing any instructional method to get or organize relevant instructional aid for the different topics. Relevant and appropriate instructional aids stimulate learners inherent and curiosity in the subject.

v. **Appropriate Instructional Method**: Methods are considered as the pedagogical approach used by teachers to facilitate learning. Some teaching methods are good or appropriate for a particular topic, however the choice of teaching method is entirely the teacher's choice and should be guided by the content assessment and the desired outcome.

vi. **Learner's Enrolment:** The number of learners in a classroom should be considered when choosing instructional method as high number of learners enrolment requires a method that can cater for all of them as such field trip method can cater for a high number of learners in Islamic Studies.

2.9 Trends in the Implementation of Islamic StudiesCurriculum

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

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

It is clear that the British colonial government introduced the formal system of education

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

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

Nigeria became an independent nation from British colonialism on 1st October, 1960. Due to the multi- religious and cultural nature of the country, syllabi for Islamic and Christian education were drawn up by States and Federal Ministries of Education since the 1950's. The syllabi prepared students for the subject in the West African School Certificate Examinations. The medium of instruction was English language. In the case of Islamic Religious Studies, there were no textbooks in English until about 1968 - 1970. The teachers, who were mostly traditional teachers(scholars) who passed through Arabic Teachers Colleges, would use Arabic books, which they translated to the students (Lemu, 2002).

With the production of books in English written to cover the syllabus, Islamic Religious Knowledge became much easier to teach. The Government-run post-secondary schools

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

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

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

However, the inception of the ideology of “Islamization of Knowledge or Education” in the late 1970th serves as another facet for restructuring Islamic education curriculum in Muslim

countries such as Malaysia and Nigeria. In respect to the latter, the curriculum of the primary and secondary schools were integrated (combining Islamic and modern education). In order to produce versatile Muslim students in Nigeria, four Islamic universities were established by Islamic bodies and Muslim philanthropists. The universities are:

i. Katsina University, Katsina

ii. Al-Hikma University Ilorin, Kwara state

iii. Cresence University, Abeokuta

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

School administrators actively foster Islamic identity and awareness among students and teachers, not only in the classroom but also in all the school activities like weekly lectures, congregational prayers, particularly afternoon prayers that are regularly observed in the school mosque. Islamic dress, particularly for female students is employed as virtually powerful way of fostering Islamic identity and awareness in these schools.

However, it is important to note that the old system of Islamic education (Qur'an Traditional Schools and *Ilm* Schools) still exist in some parts of Nigeria. The Nigerian Educational Research and development council designed the syllabus of Islamic studies at different levels of education in the country.

The Implementation of the Islamic StudiesCurriculum

The Implementation of any curriculum needs some instruments that can help the teacher

to effectively teach the students the content of the curriculum. There have been drastic changes in the various ways by which knowledge taught, to the students in schools. In the past, the most important educational elements used for teaching in the society is the subject matter and the learners. Nowadays, these ideas have changed to the other way round beginning from the society, then the subject-centered to what is now referred to as learners-centered.

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

The selection of good and deserving method, instruments should be encouraged in the teaching -I earning situation in schools because it assists the society to develop easily. It is the belief of the fact that frequent use of a combination of teaching methods would enhance effective teaching -learning process, such as problem- solving method, demonstration method, questioning investigation, field trip, group and individual method, and project method would all greatly help towards achieving the objective in Islamic Religion Studies (Aliyu, 2016. In view of the importance of methodology, this indicates that, whatever methods the (teacher) adopts must be guided by certain psychological principles, especially of motivation and intellectual development.

2.10 Retention of the learned Islamic Studies Curriculum

Retention ability involves the ability of learners to remember an instruction given. It is the ability of a learner to demonstrate his/her cognitive skill in the subject. The process of retention s been described by the Rundell, Michael and others (2004) in (Maruta 2018) ,ability to remember ideas and facts. Retention, thus, depends mainly on the teaching strategy adopted by the teacher, fording to Akubuilo (2004), any instructional model, which elicits adequate student participation, has profound effects on students' retention ability. Aggarwal (2007), is of the view that the term retention is the process of relegation of the past experience in the sub-conscious mind of the individual in the form of mental experience. Alice (2007) in Maruta (2018), also noted that retention can be measured through verbal recall of learnt materials.

Educational psychologists have used retention as one of the criteria for distinguishing between short term and immediate memory (Ladan, Dantani, Ayas &Adamu, 2009), the mind acquires the materials of knowledge through sensation and perception (Chianson Kurumeh M and Obide J., 2011). These acquired materials in the mind needed to be preserved in the form of images for knowledge to develop. If a stimulating situation happens, retained images are stored to make memorization possible. Retention plays a major role in the understanding, comprehensibility and application of mathematical concepts. Ekwue and Umukoro (2011)observed that students learn, retain and understand when what they are taught is linked correctly and meaningfully related to their experiences and when real life examples are used. In the same vein, Ugwuanyi (2014) observed that the ability to remember takes place more effectively when experiences are passed to the learners through the appropriate instructional method and relevant instructional facilities. In facilities teaching and learning, the ability to remember concepts takes place more effectively when the concepts are presented to the students

through an appropriateinstructional method.

In the present study the researcher employed the use theory of multimedia and constructivist theory on students' retention and performance. Bichi (2002) in Maruta (2018) viewed retention as the ability to retain and later recall information or knowledge gained at learning. The initial stage of memory process is learning. If there isno sufficient intelligence for learning, there can be no retention. Conducive atmosphere is one of the key determinants of such sufficient intelligence for effective reaching and learning. Maruta(2018), Is of the view that. "Permanent and meaningful learning is the target of our educational endeavor". Understanding and retention are the products of meaningful teaching Is effective and meaningful to the students. Retention of concepts learnt assists in reflective thinking and the retained concepts could be used indicated thatteaching methodology can improve learners' retention level. Abdullahi (2003) pointedout that using concrete objects in learning leads to better retention of information and development of favorable attitude toward the content of the curriculum.

Retention,which is the act of retaining, may be defined as the act of "absorbing and holding" or "continue having or holding". In the context of this work, retention refers to the act of absorbing, holding, or continuing to hold or have facts or things learned. Retention, as a variable is the ability to remember things, task or material learned previously. It is the endurance of behavior, learned or acquired when the behavior is not being utilized.On problems of retention, Ezeamenyi in Maruta (2018) asserted that failure to provide enough applications to real life activity and social usage poor teaching techniques are strong limiting factors to students' retention.

Hence, Islamic Studies contents need to be presented to the learners as a way or through which method that touches learner's consciousness which can activate quick recalling of the

contents being taught or learnt. Senior secondary school Islamic Studies students would be subjected to teaching and learning of Islamic studies through field trip method, multimedia resource methods, explore, comment, practicalize, solve problems in terms of understanding, explaining and retaining the act of ‘Ibadah’ (Worship) they have learnt in the class (Vaillancairt in Zakari 2019) discovered that human beings remember 10% of what they hear, 50% of what is heard seen and done. He also used the old Chinese proverb to express the same view: what 1 hear I forget, what I see, I remember, what I do, I understand. This indicates that students learning could be more effective and retention becomes higher if it is supported with good teaching methods and recent instructional resources that promote the learners' free expression, share ideas, solve problem listen and visualize content by themselves.

However, other studies carried out by Ikedelapo and Adetunji (2009), and Udeji (2007), revealed that method employed in teaching lead to students' high retention. In the same vein, Akinbobola (2009), compared the effectiveness of constructivist teaching method and the conventional method with reference to retention. It was found that students exposed to constructivist teaching methods have higher retention level than their counterparts taught using the conventional teaching methods. The main concern is the testing memory between the learners' response and the teacher's method of imparting knowledge. Thus, there is need to employ activity-based and discussion method as part of constructivist teaching method based on their effectiveness and the shift to learner-centered approach. Learner-centered activities oriented methods may include the use of field trip method and multimedia resource where a teacher acts as a facilitator of learning, guiding the students through series of activities and viewing which may help learners to perform highly. In teaching one of the topics under pillars of Islam that is, Salat, the rule governing the performance of using field trip method in order to achieve a high

retention, the learning materials will be broken into smaller steps, arrange sequentially from known to unknown and in an increasing order to difficulty. Finally the students will be guidedon how to perform each segment of the 'Salat' by viewing the segment using television/projector (multimedia field trip resources).

2.11 Empirical Studies

Several studies have been carried out on the use of field trip method and multimedia resources. As such, the following empirical studies were reviewed for the study. A research was conducted by Ojinday, Wordu and Gorden (2017) on multimedia facilities and its influence on teaching and learning of Basic Technology in Universal Basic Education (UBE) schools in Nigeria. The population of the study comprised all the 661 teachers and 5,478 students of all the twenty four (24) Junior Secondary Schools in Emohua Local Government Area of Rivers State. A total of 260 respondents comprising of 180 students and 80 teachers was the sample of the study selected through systematic sampling technique. One research question and one hypothesis was formulated for the study. A structured questionnaire validated and with reliability coefficient of 0.91 was the instrument used for data collection.The data collected were re analyzed using statistical mean to answer the research question while analysis of variance (ANOVA) was used to test the null hypothesis at 0.5 level of significance.

The result of the study revealed that multimedia facilities enhance and enable students to learn in a more effective way. It was therefore, recommended among other things that more effort are needed to create new programs using multimedia elements and multimedia authorizing tools to fulfill a content rich learning software and course ware to individual students; Basic Technology teachers in Nigeria need to be trained on how to make use of multimedia facilities and the integration of computers into classroom teaching.

Hence, this study is similar to the present study as it was conducted to determine the influence of multimedia facilities on teaching and learning which is similar to determine the effect of multimedia resource on the performance of students. Similarities also existed between the two studies as both adopted quasi experimental research design. Also ANOVA was used to test the hypothesis in the previous study which was also used to in this study.

But the study was criticized by the present study for using only one research question and one hypothesis which cannot fully examine the influence of multimedia facilities. The major differences between these two studies are that as the previous study was conducted to determine the influence of multimedia on teaching Basic Science in River State. The present study is determining the effect of multimedia facilities on teaching Islamic Studies in Kaduna State.

Another study was carried out by Malarvili (2016) on a titled Evaluation of the Effectiveness of Field Trips in the Teaching and Learning of Bioscience in Tang S. Singapore. The objectives of the study are: Firstly, to evaluate the effectiveness of field trip as an educational tool to enhance students understanding of the subject taught. Secondly, to show whether report writing can be used as an assessment tool to evaluate the learning from the field. Students pursuing an undergraduate degree program in Biomedical science were used as the sample where they participated in field trips in which they were assessed via report writing. The results were analyzed using SPSS and increased understanding of the subject scores in the report writing task confirmed the findings and this was supported by a survey administered to the same sample which showed that students have a positive perception on the impact of the field trip on their understanding of the subject. In view of the findings the study ends with recommendation for the incorporation of field trips in the curriculum to stimulate better understanding and increase motivation towards the learning of science, the study further advocated that report

writing can be used as an effective assessment tool to evaluate this increased understanding. The study is related to the present study as it was conducted on the use of field trip and assessing students' performance. However, the study differ from this study as it was conducted in Singapore the present study was conducted in Kaduna State Nigeria.

Alaku and Mankilk (2016), conducted a study on effects of Multimedia Instructional package on physics students' motivation and academic achievement in Senior Secondary Schools in Jos metropolis, Plateau State. The focus of the study was to evaluate the effect of multimedia instructional package on students' motivation, retention and academic achievement in physics. One research question and two null hypotheses were formulated to guide the study, the study adopted quasi-experimental and survey design with the population of (146) senior secondary school (SS2) physics students out of which sample size of one hundred and twenty (120) senior secondary school (SS2) physics students were used for the study.

The instrument used for data collection was Physics Multimedia Achievement Test (PMAT) and Physics multimedia motivation questionnaire (PMMQ). The instrument was validated; pilot studies tested and reliability coefficient of 0.56 was obtained. The data generated was analyzed using independent t-test to analyze the first hypothesis and answer the research question. The second hypothesis was analysed using Pearson Product Moment Correlation (PPMC). The hypotheses were all tested at = 0.05 level of significant. The findings of the study revealed that the students taught Physics using multimedia instruction performed significantly better with high retention ability than those taught Physics using conventional methods of instructions. The recommendations ware made based on findings to improve teaching learning with the application of multimedia instruction to enhance students' performance in Plateau State.

The study is related to the present study in the sense that it was conducted to determine

the effect of multimedia instructional package on students' motivation and academic achievement in Physics in Senior Secondary School in Jos metropolis Plateau State. The present study is similar to the past study in the following areas: both studies focused on multimedia instruction resources and also both the studies employed quasi-experimental design. The difference lies in the location where the studies were conducted. The present study was conducted in Kaduna State while the previous study was carried out in plateau state, the previous study was on Physics, while the present study is on Islamic studies. The previous study employed two research design survey and quasi-experimental design while the present study adopted only quasi- experimental design. One research question and two hypotheses were used in the past study while six objectives, six research questions six hypotheses were formulated in the present study.

Ilhan and Oruc (2016), Conducted a study on the effect of multimedia on students' performance: a case study of social study class, 4^{th} grade for students in Kayseri, Turkey. The objective of this study among others was to outline the effect of multimedia on academic success of social study students. Three research questions and three null hypotheses were formulated to guide the study, the study employed quasi-experimental design with experimental and control group. Pre-test and post-test techniques was used. The population of the study was 4^{th} grade students in all elementary schools in Kocasinan. Town of Kayseri, Turkey. The sample of students was randomly selected in two sections of 4^{th}grades, 4b and 4c at an elementary school in Kocasinan, Keyseri, Turkey. Both groups were chosen randomly the control group as 4b section while the experimental group was 4c section. Social studies achievement test (SSAT) which was validated by experts was used and subjected to pilot testing. The data gathered was analyzed using t-test statistical tools. However the findings revealed that there is significant difference in the pre-test and post-test performance of the experiment group. This implies that the used of

multimedia in teaching social studies increase students success. The students taught social studies using multimedia perform better than those taught using conventional method.

Recommendation was made from the previous study that that materials with today's technology for social studies lessons should be chosen and developed, students should be integrated more in to learning process by exposing them with some multimedia materials (sliders, internet searches, projector and audio visual).

The present study is similar to the previous study as both studies assessed the effect of multimedia on students' academic performance, similarly the quasi-experimental design was adopted in both studies. In addition both studies used t-test statistical tool to test the hypothesis at 0.05 level of significant. Meanwhile, though the present study differed from the previous study as the location of the previous study was Kocasinan town of Kayseri, Turkey while the present study is Kaduna state, Nigeria. As the present study is on effects of multimedia resources and field trip on students' academic performance in Islamic Studies in Junior Secondary School students, the previous study is on effect of multimedia on performance of students in social studies in 4^{th} grade students in elementary schools.

Nazifi (2016), carried out a study to investigate the impact of Field trip on motivation, retention and performance on plant adaptation among secondary school students in Gumel, Jigawa State, Nigeria. Quasi experimental design of pre-test, post-test and post-test, was adopted. The population of the study was three thousand four hundred and fourty nine (3449) SSII students from fifteen (15) public Senior Secondary Schools in Gumel, Jigawa State. Two (2) out of fifteen (15) schools were selected as a sample, each school was used as experimental and control group. The experimental group was taught using Field trip teaching strategy while the control group was taught using lecture method. Two intact classes were used to form a sample of

124 students. Instruments used for the study was Plant Adaptation Performance Test (PAPT) and Plant Adaptation Motivation Questionnaire (PAMQ). The study confirmed that Field trip teaching strategy enhanced retention and motivated students findings revealed that field trip enhanced retention in the performance of students. The study is related to the present study in one way or the other as both intend to find out how relevant field trip is in teaching and learning but differs greatly in some areas, as the previous study was only on field trip the present study is on the effect of field trip and multimedia in teaching Islamic Studies Curriculum. In addition as the previous study was carried out at Jigawa state, the present study was conducted in Kaduna State.

Iqbal and Muhammad Kham (2015) carried out a research on the impact of multimedia-aided teaching (MAT)on student's academic achievement and attitude at elementary level in teaching of science, the objectives of the study among others where to compare the performance of the experimental group and the control group before treatment i.e. pre-test. A sample of 60 students was randomly divided into two groups, pre-test post-test control group design was used for the study. The experimental group was taught using multimedia presentations whereas the control group was treated traditionally. A valid and reliable questionnaire was used as instrument for data collection. An attitude toward sciences scale (ATSS) was used to measure the attitude of both groups before and after treatment. The independent sample-test was used to analyze the data.

The result of the study indicated that MAT is more effective than the traditional procedure for teaching. The study however recommended that for students' better achievement and positive attitude development, multimedia aided teaching (MAT) should be used in teaching science particularly at elementary level and that MAT moves us toward constructivist approach

of learning in which learners play an active role in the teaching and learning process, so teachers should be encouraged to teach science using multimedia. The previous study was similar to this study as both the studies determined the effect of multimedia facilities as aided tools for teaching and learning. Both studies adopted quasi experimental design as each of the studies has control and experimental groups. Despite the similarities, the two studies differ as the previous study was conducted using only multimedia aided in Pakistan this study was carried out using multimedia and field trip in Kaduna State Nigeria.

Abidoye (2015), carried out study on effect of multimedia- based instructional package on secondary school students' academic achievement in Geography in Oyo state, Nigeria. The objective of the study was to determine a difference in pre-test and post-test performance of students taught Geography with multimedia base instructional package, in Oyo State, Nigeria. The study employed quasi-experimental research design. The study was guided by three null hypotheses with the population of (280) Senior Secondary School students (SS2) and sample size of (85) SS2 Geography students drawn from four (4) Public Secondary Schools in Ogbomoso south local government area, Oyo State.

The instrument used for data collection was Geography students' achievement test (GSAT) and multimedia instruction package (MP) The data was analyzed using mean, standard deviation and t-test statistical tools. The findings of the studies revealed that students taught with multimedia instructional package with the post achievement mean score (x=81.79) perform better than those taught with the conventional methods with the post mean achievement score (x=50.68). The findings also revealed that gender has no significant effect on academic achievement of students. Finally it was recommended that Geography teachers should be exposed to seminar, workshop, and training as well as be encouraged to use multimedia resource

while students should be given access to computer usage with necessary facilities.

This study is related to the study in the sense that it was conducted on the effect of multimedia on students' academic achievement, of secondary school students (SS2) in Oyo state. The similarities and differences in the studies are: Both the studies used quasi-experimental design, and the used of t-test statistical tools to analyse the data. The study focused on Secondary (SS2) while the present study is on the Junior Secondary School students (SS2) performance. The difference also lies in the location where the studies were conducted. The study was conducted in Ogbomoso south local government area of Oyo State. While the presents study was conducted in Zaria Educational Zonal inspectorate division Kaduna State. The previous study was guided by three null hypotheses while the present study was guided by six objectives, six research question and six hypotheses.

Shan and khan (2015), carried out a study on the Impact of multimedia aided teaching on students' academic achievement, attitude and retention at elementary level in teaching science in private schools of Karachi city, Pakistan. The objective of the study was to investigate comparative effectiveness in multimedia aided in teaching on students' academic achievement and attitude of elementary level in teaching of science in private school of Karachi city Pakistan. Four hypothesis were used to guide which include among others; There is no significant different in the academic achievement of the experimental group and the control group before treatment. Experimental research design was adopted for the study with the population of 60 students and sample size of 30 students in selected private school in Karachi city Pakistan.

The instruments titled science multimedia aided teaching academic achievement (SMTC) and attitude towards science skills (TSS) was used to obtain data. The independent t-test was used to analyze the data. The findings of the study revealed that multimedia aided teaching

(MAT) is more effective in enhancing students retention and attitude than the traditional way. Students attitude towards science improve more if MAT method is used. It was recommended that for students' better performance, academic achievement and positive attitude and retention development, multimedia aided teaching (MAT) should be used in teaching of science particularly at elementary level. Multimedia resources should be provided in schools for teaching science subjects.

The study is related to the present study in the sense that this study focused on effect of multimedia is intended to assess the effect of multimedia resources on students' performance and retention, the similarities between the two studies is that both the studies employed quasi-experimental design of pre-test and post-test. The present study differs greatly from the previous study on the target population and sample size. As the present study was conducted in Kaduna State Nigeria, the previous study was conducted in Karachi city Pakistan. The present study the used Islamic Studies Media Performance Test (ISMPT)as an instrument for data collection the previous study used Science Multimedia Aided Teaching Academic Achievement (SMATAA) and Attitude Towards Science Scale (ATSS) as instrument for data collection. The previous study contributed greatly to the success of this study in the literature review, research design, and methodology. Though it did not indicate the method used in the pilot as the present study employed test-rested method.

Kaur, Sharma and Sighn (2015), conducted a study on the effectiveness of multimedia approach on the academic achievement of class 8^{th} students in English of Sirsa district, India. The objective of this study was to find out the effectiveness of teaching English for class 8^{th} through multimedia over conventional method. Five (5) hypotheses were formulated to guide the study. The study employed pre-test post-test experimental design. The population of the study

was 100 students in class 8th of Tagore model school out of which a sample of 50 students were used. The data was collected by using appropriate tool. Mean S.D and t-test statistical tools was used to analyze the data. The findings of the study revealed that teaching of English through multimedia is better than teaching English through conventional method. Also the study revealed that academic achievement of urban students is better than academic achievement of rural students taught English with multimedia resources. Based on the findings it was recommended that: multimedia instructional resources should be provided for teaching of English.

The study is related to the present study as both of them are on effect of multimedia on students' performance/achievement, and both of the studies employed quasi-experimental design. The difference between the studies is in the locations where the studies were conducted, as the present study was conducted in Kaduna State, Nigeria, the previous study was conducted in Sirsa District, India. As the present study is on Islamic Studies the previous study was in English. The instrument used for data collection in the present study is Islamic Studies Media and Trip Performance Test (ISMTPT) while in the previous study instrument for data collection was not clearly identified.

In another research conducted by Damar, Davwel and Barnabas (2015), which investigated the Effects of Two Teaching Methods: Discussion and Field trip on Students' Achievement on Geography Curriculum in Plateau State, Nigeria. The study has objectives to: determine the Effects of Using Discussion Method of Teaching on SS I Students' Achievement in Geography; determine the effects of using field trip method of teaching on SSI students' achievement in Geography; and to determine the extent to which SS I students' achievement in Geography differs when taught using discussion and field methods of teaching. Three research questions and null hypotheses were postulated inline with the above research objectives. The

study was conducted using quasi-experimental pre-test, post-test equivalent group design in term of school owned by the same organization, same class size, level of students, same curriculum, similar learning and so forth.

The research sampled from the population of SSI Geography students from the two schools consisting of 62 students. Purposive sampling technique was used to select the sampling. Science Achievement Test (SAT) and observation schedule were the instruments for the collection of data. Observation was used to determine the behavior patterns in a classroom setting and in the field in terms of attention span, excitement and so forth. The reliability of the instrument was measured using Cronbach Alpha method with reliability coefficient of 0.8. Mean was therefore used to answer the research questions and t-test to test the hypotheses. The result observed confirmed that there is a significant difference in the achievement of students in the different methods used to teach the curriculum content. The study has further revealed that discussion method gives the best result than the field trip.

The study is related to the present study for the fact that both studies were out to investigate the effects of employing teaching process which includes field trip and use of multimedia resources. while this study is concerned with multimedia and field trip methodon students' performance in Upper BasicUpper Basic JSS II Islamic Studies curriculum, the previous study is on and SSII Geography curriculum. The two studies are also related in the adoption of quasi-experimental pre-test, post-test design. Purposive sampling technique was used to select the sample from the entire population of all JSII students studying Islamic Studies which is the same with the previous study. Hypotheses were tested in the previous study using t-test also the present study tested the hypotheses with the same t-test and Analysis of Variance (ANOVA). The major findings among others in the previous study confirmed that discussion

method gives the best result than field trip.

Another study was carried out by Okedeyi, Oginni, Adegorite and Shuibu (2015) on the relevance of multimedia skills in teaching and learning of scientific concepts in secondary schools in Lagos State. Nigeria. The study investigated the relevance of multimedia concepts in secondary schools. Self-constructed questionnaire was administered to 120 students randomly selected in four secondary schools in Ojo Local Government Area of Lagos State. The data that was collected were analyzed using chi-square statistical instrument. The findings of the study revealed that the acquisition of relevant skills in multimedia improve teaching and learning of scientific concepts in secondary schools. From the findings, recommendations were made that use of multimedia is effective in teaching of sciences.

The study was related to the present study as the two studies were on multimedia strategies and traditional methods (conventional). Although the studies differed greatly as the previous study focused on only one method the present study focused on two methods field trip, multimedia and retention strategies to teach. The previous study used secondary schools students which are related to the present study. Another difference was that the previous study was conducted in Lagos state while the present study was carried out in Kaduna State. The relevance of the past study to the present study is that the knowledge of multimedia skills enhanced teaching and learning in the classrooms. Also, new concepts were taught using multimedia skills.

Ogbuluijah (2014) conducted a research titled Impact of Students' field trip on academic performance in Agricultural Science in selected secondary schools in Rivers State, the study was conducted with an aim to: identify the learning experiences provided by Agricultural field trips to students of secondary schools in river state; ascertain the performance in O Level certificates Agricultural Sciences amongst secondary schools of Agricultural field trips on students'

performance in Agricultural Science of secondary schools in Rivers State.

An Ex-post facto design method was adopted while a sample size of 300 respondents was used. A validated questionnaire on a four (4) point liker rating scale was used for data collection with a reliability coefficient of 0.88. Data collected was analyzed using descriptive statistics. The findings of the study revealed that learning experiences in which agricultural field trips expose students to in selected secondary schools broadening students' knowledge and expose students to modern method, field trip enhances knowledge on agricultural processing method. In view of these findings the following recommendations were made: that regular field trip should be organized for agricultural science students so as to give them the needed exposure and that school authority should support the field trip by providing vehicles and also creating an enabling environment for the students going on tour. The relationship of the above study to the present one is that the two studies shared two variables i.e. field trip and academic performance but however differ largely on the use of design. On this study quasi experimental design was used while the previous study used ex-post factor in which validated questionnaire was used. This study also used test to collect data. In addition, while the previous study was on impact of field trip, this study was on the effect of multimedia resources and field trip.

Ahmad (2014), conducted a research study titled "Effect of Fieldtrip on Academic Achievement and Retention in Ecology Among Senior Secondary Schools Students of Rural and Urban Location in Zaria Educational Zone, Kaduna State". Quasi-experimental design was adapted. Population of the study was 2934 SSI students, 200 students were sampled. The instrument used was Ecology Achievement Test (EAT) and Ecology Retention test. T-test was used to analyze the data. Findings in previous study showed that field-trip teaching method favored retention of the experimental group in Ecology concept. Finding also revealed that field

trip teaching method favored experimental group towards implementing the curriculum of Ecology concept. However, the major difference between the two studies is that the previous study utilized only one variable of field trip while this study used field trip and multimedia resources.

In another study conducted by Mahgoub and Alawad (2014), on Impact of Field Trips on Students' Creative Thinking and Practices in Arts Education. The study explored the relationship between the field trips and the potential benefits of the visits to students' creativity and practices in Art tasks. The study sampled 60 female students in the third level, for the academic years (2011/2012) from Rofaidah Basic School level of the African Council Schools in Khartoum Republic of Sudan. Descriptive, analytical and experimental methods were used in the study to explore the benefit of field trip to natural and industrial environments to stimulate students' creativity and practices on art tasks. The findings revealed that there was a significant difference between the performance and retention of students exposed to field trip as the experimental over those in control groups. However, it was concluded that field trips to natural and industrial locations were a beneficial learning aid and a means of fostering students' creativity and practices in art education. The study and present study differed greatly in gender of the students as the previous study used only female students. This study used both male and female students, but they share the same method of design (experimental design) and method of instruction which is field trip and multimedia resources.

Abubakar (2014) conducted a research on the Effects of Multimedia in Teaching Islamic Studies Curriculum on the Academic Performance of Junior Secondary School Students in Zaria Education Inspectorate Division, Kaduna state. The research design used was quasi-experimental, while the population of the study consisted of JSS II students of seventeen (17)

Junior Secondary Schools in Zaria Inspectorate Division with a total number of two thousand, one hundred and sixty-two (2,162), The sample size used was one hundred (100) JSS II Students. The researcher made use of t-test in analyzing the data collected from the subjects of the study. Findings revealed that the use of multimedia strategy was superior to the traditional method of teaching as far as teaching Islamic studies is concern, which there were no significant differences between students exposed to multimedia and those exposed without multimedia in teaching and learning. From the study, it was revealed that: by use of multimedia facilities in teaching Islamic studies students seemed to have an effect on their performance through the experiences of learning with multimedia than instructions through traditional print-based teaching method. Use of multimedia facilities provides a solid foundation for students as it took care of the ability of different gender and enhance their performance. As such, it not discriminative, using multimedia facilities in teaching ensures high level of performance in the acquisition of knowledge of Islamic studies curriculum.

The study is related to the present study as both were conducted to find out the effect of multimedia in teaching Islamic studies on the performance of the students in difference levels of education; among these empirical is one that is related to Islamic studies. Though the present study has addition of two variables i.e field trip and retention, this made a clear difference between the two studies. The present study and previous study are greatly similar in the area of location, level and design but are different on some aspects of the variables.

Fariza, Nasamdeen and Faizalushimu. (2013) conducted a research on the factors affecting the usage of multimedia teaching tools by school teachers in Malaysia. The objectives of the study was to find out the frequency of usage of multimedia teaching tools by teachers and to investigate the reasons why teachers seem to be reluctant to use and integrate multimedia

teaching tools in classroom. A descriptive survey design was used. A sample of 76 respondents were selected from 13 schools of Kuala Hampur and WP Putrajaya in Malaysia. The schools were selected in each location at random to acquire the wide range overview result. Data collected via questionnaire, the questionnaire were distributed to sample of 100 teachers in all 13 schools. A total of 76 teachers responded and were analyzed using SPSS 17.0.

The result of the study indicates that out of the 76 respondents only 7 teachers 9% claimed that they are regular users of multimedia course were in school. 37% of the respondent utilize the multimedia depending on topic and 29% of the respondents use the course were at least twice per year. Thus findings showed that majority of the respondents do not use the multimedia software regularly in their teaching. The findings also showed that majority of teachers agree that multimedia software used in schools confirm to the pedagogical features. However based on the findings from the study it was recommended that multimedia leading tools must be used friendly so that it is easy and fast for teachers to access and navigate and also it recommends that multimedia teaching tools must permit learners to control their interactions and moving content, provide them the freedom to select portion to suit their teaching requirements.

The similarities of this study to the previous study is that both studies were out to investigate the influence of multimedia in teaching. The two studies were different in the sense that the previous study used questionnaire to gather data while the present study to used test instrument to gather data, the previous study was carried out in Malaysia while the present study was carried out in Kaduna State, Nigeria. The previous study also was conducted using only three (3) objectives while the present study has six (6) objectives.

Buraimoh (2012), also investigated another study titled "Effects of Multimedia on Listening and Speaking Skills of Junior Secondary School Students in Giwa Educational Zone of

Kaduna State". One hundred of the sample was randomly assigned to form the experimental group and another one hundred to form the control group. Inferential and descriptive statistics were used for data analysis. Four (4) null hypotheses were tested and analyzed using t- test statistic. The findings of the study revealed that there was a significant difference in the performances of the two groups. The experimental group was found to have higher mean scores of 72.45 in speaking skill and 31.15 in listening skills while the control groups had 27.35 in speaking and 19.70 in listening.

As such, multimedia was found to be effective resources for the teaching and learning of English Language listening and speaking skills. It was however, concluded that multimedia enables students to be more motivated and interested in learning listening and speaking skills. Based on the findings recommendations were made among which includes that government should make concerted efforts to provide computer faculties in Secondary Schools and awareness on the need for multimedia in our educational system. The previous study was related to the present study as the previous study was on the effects of multimedia on the performance of students in listening and speaking skills the present study was on multimedia on Islamic studies concepts. Both studies employed quasi- experimental research designed with pre-test and post-test, both studies were related as both were conducted in Kaduna State and Secondary School Students were their target population. Although the previous study differed greatly with the present study as the previous study investigated listening and speaking skills using only multimedia and scaffolding strategies the present study investigated the effect of multimedia and field trip on the performance of students in Islamic studies. The strength of the previous study to the present study was that it assisted the researcher to employ multimedia components to teach the students in the classrooms, it also enabled the researcher to recommend multimedia tools for

teaching Islamic Studies in Secondary Schools in Kaduna State.

Ralph (2012) investigated the effectiveness of field trip compared to media in teaching selected environmental concepts at Perry Community High School U.S.A. The study was carried out with the objectives to ascertain if there was any significant gain in information between the two groups of students when one was taught using field trips and the other was presented with similar experience through the use of media and to ascertain if there was any significant change in students' attitude toward environmental problem between the two groups of students when one was taught using field trips and the other group was presented with similar experiences through the use of media. Quasi experimental research design was used with a sample of 104in which a pre-test post-test control group was selected for this investigation, two equivalent groups were obtained by randomly assigning students to either control or experimental groups.

In addition to the t-test, analysis of covariance (ANCOVA) were utilized as the statistical tools to compare the two groups. The result of the study indicated a slight or no significant difference beyond 0.1 level between pre-test and post-test scores and retention ability for both treatment groups, this indicates that both field trip and media can be used as successful methods and resources in presenting concept. It is therefore recommended that teacher should be competent to construct and conduct a meaningful field trip, it was also recommended that other characteristics might have had an influence on how well a student learns under a particular teaching method, such factors as students' interest in science, students' interest in outdoor activities and their ability to carry a project through to completion should be investigated as they relate to field trip.

This study is similar to the previous study as both are aimed at comparing field trip and media usage in teaching concepts of a particular curriculum. The major difference is that while

this study is conducted in JSS School Kaduna State the previous study was conducted at Perry Community High School USA and while this study is on Islamic Studies concept the previous study was in Biology (Environmental Science) concepts.

Wang (2010) investigated the use of multimedia technologies in education which enable teachers to stimulate final outcomes and assist students in applying knowledge learned and textbooks, thereby compensating for the deficiency of traditional teaching method. The study developed online learning-teaching resource platforms using flash multimedia, providing interactive and integrated features in an easy-to-use user interface, in order to discuss Computer-Aided Drawing (CAD). The study utilized a teaching experiment with a non-equivalent pre-test post-test control group design to test and discuss students' professional cognition, operating skill cognition, and level of learning satisfaction during the learning process. No signification difference emerged. In learning, satisfaction was noted indicating that the course work with multimedia flash produced greater satisfaction than with traditional learning methods.

The study suggested that multimedia platform can trigger students' learning interests, provide opportunities for self-paced learning and provide proper support and feedback. However, students should not be attracted solely by potential distracters such as animation, and audio feedback. Moreover, while students are using the multimedia platform, it is important to have interaction with teachers and classmates. At the same level, multimedia learning platform level can replace traditional teaching materials for teachers. However, the multimedia platform does not provide a substitute for teachers' role of coaching during students' learning processes.

Teachers should have an open mind regarding the multimedia platform and try to integrate their own experiences and skills into the platform to make the platform more comprehensive (Badge, Dawson, Cann & Scott, 2008). The previous study was related to the

present study because the present focus was on multimedia and field trip method to stimulate students understanding and is similar to the present study. Although the present study used two variables multimedia resources and field trip method to teach students.

A study was conducted by Laura (2008) titled Effect of Multimedia Instructional Material on Students' Learning and their perceptions of the instruction in United State. The study was conducted with objective of examining the effect of the newly developed multimedia instructional material presented on digital video disk (DVD) on students learning and their perceptions of the instruction. Quasi experimental design was used. One hundred and eleven students were used as sample of the study. The sample enrolled in two different semesters and was designated to either the control or experimental group. Both groups received traditional instructor led orientation session about table service and beverage preparation procedure.

However, the experimental group was only allowed to access new instructional materials presented in DVD. A set of pretest and post test was used to collect data. Test gain scores and students' class performance grades were computed and analyzed to compare students' learning outcome between the two groups. Students' perception of instruction was measured with their opinion of instruction. Using SPSS, descriptive statistics including means and standard deviation were computed for gain scores. Result descriptive of independent sample T-test showed that students in the experimental group had a significantly higher gain score in retention and performance than students in the control group. Students who watched the DVD had a higher level of overall satisfaction with the instruction than students who did not. In testing the first hypothesis, effect of tea room service procedure DVD on students' learning outcome was examined, results showed that students' knowledge was improved after viewing the instructional DVD. In view of the findings recommendation was made that it is believed the viewing

instructional DVD had positively influence students learning outcome and have some influence on students perception of the instruction as such instructional media should be used and be made available in classroom as the resources have more positive effect on acquiring cognitive knowledge than dealing with other domains. The similarity of the study conducted by Laura (2008) to the present study is that both studies adopted quasi experimental design and data was analyzed using t-test, means and standard deviation. The differences that existed between the two studies is that Laura's study was conducted using student of higher institution of low State University (USA), while the present study was carried out in secondary schools in Kaduna State, Nigeria.

Another study was conducted by Amosa, Ogunlade and Atobatele (2008), on Effect of Field Trip on Students' Academic Performance in Basic Technology in Ilorin Metropolis, Nigeria. The study was geared toward finding out the effect of field trip on students' academic performance in learning practical skills in Basic Technology in Ilorin, Nigeria. A pre-test, post-test control group quasi-experimental design was adopted for the study. Two sampled upper basic Schools were selected from Ilorin East Local Government Area of Kwara State using purposive sampling technique. The two sampled upper basic Schools comprised of fifty (50) students were randomly assigned, twenty five (25) students in treatment group and twenty five (25) students in control group. Analysis of Co-variance (ANCOVA) was used to analyze the data collected. Findings of the study revealed that significant level of differences exist between students performance at pretest and post test as hypothesis one and two were rejected. However, it was recommended among others that; teachers should take students on field trip so as to promote and encourage active engagement in learning, self-motivation, discovery learning and learning by experience. The previous study and the present study shared the same design and

method of teaching. Though greatly differed in some variables in the topic as this study has an addition of multimedia in teaching.

Abdulraheem (2006), in a study "Effect of Field trip Method of teaching on students' Performance in social studies". Quasi experimental design was adopted. This study was conducted at junior secondary schools in Ilorin South and Ilorin East Local Government Area of Kwara State. Sample of the study was drawn from two selected secondary schools which consisted of seventy seven (77) students. Thirty seven (37) students were placed as experimental group while forty (40) students were placed as control group. Correlation analysis was used for testing the hypothesis and indeed the results revealed that students taught using field trip performed significantly better than their counterparts who were taught using lecture method. Considering the findings in this study field trip method contributed a lot toward perpetual performance of students. Students can be able to learn better the moment they come across the real features of what they are supposed to be taught visibly, therefore, the study has relationship with the present study as both are concerned on teaching method (field trip)and the research design used in both studies are the same. It would be better whenever students are to learn about physical activities or worship to be taken to where those real performance occurred as they will understand better and it's for their own advantage to see the practical aspect. Indeed in order to examine the performance of students in physical activities the students should be exposed to physical performance.

2.12 Summary

The chapter reviewed literature on multimedia instruction and field trip in Islamic studies and some other subjects. The chapter began by presenting conceptual frame work of Islamic studies, Multimedia resources, Field trip, Students' academic performance and retention.

Theoretical frame work was presented in which three (3) theories were fully related to this study.

The researcher tried to justify the educational basis and rational for this study. Moreover the use of fieldtrip and multimedia instructions and other instructional methods are fundamental in teaching Islamic Studies curriculum .If fieldtrip instruction andmultimedia instruction are fully, adequately and effectively utilized, teachers would be provided with solid foundation that will help and enhance in shaping the curriculum content delivery.

A review of related literature to the study as well as review of Islamic Studies curriculum has indicated that there is an educational gap in teaching and learning of Islamic Studies curriculum as such the use of field trip and the use of multimedia instructions in teaching is considered important attempt to bridge the gap.

In addition, numerous findings in relation to field trip and multimedia instruction in teaching were examined and it is agreed that field trip and multimedia instruction are capable of increasing students' academic performance not only at junior secondary school level but at all levels of education. Therefore Islamic Studies teachers need to be equipped with relevant and adequate methods, make use of multimedia facilities effectively. As educationist teachers emphasize learning by doing through the use of varieties of methods and multimedia facilities. Visualizing learning approach and visitation learning approach should be given much emphasis; absence of these approaches indicates possibilities for the teachers not to achieve their instructional objectives

It is important to note that most of the empirical studies reviewed were conducted within and outside Nigeria other than the locality of this study. This study focused on aspects of Islamic Studies and Kaduna State as its locality, hence the findings obtained would contribute to universalities on the use of field trip and multimedia for instruction.

CHAPTER THREE
METHODOLOGY

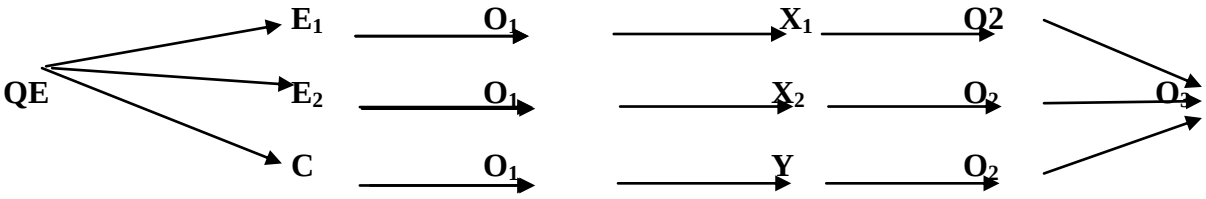
3.1 Introduction

This chapter focuses on the methodological procedures of the study, which include research design; population; sample and sampling technique; determination of sample homogeneity;instrumentation; validity of the instrument; pilot study; reliability of the instrument;procedure for data collection and procedure for data analysis.

3.2 Research Design

This study was conducted using quasi experimental design nonequivalent control group. In this design according to Dada, (2016) there is no random assignment of subjects to the experimental and control groups but there is manipulation. Similarly, Olawiwola (2007) cited in Alasoluyi (2017) indicated that this design provides control for possible extraneous variables that might affect either the internal or external validity or both. Meanwhile, this design is used when it is not possible or not ethical to carry out a randomized or controlled trial. According to Martin-Omole (2015) cited in Shu'aibu (2017), in quasi-experimental non-equivalent control groups subjects of the study are selected and randomizations are not visible rather an intact class is used. However in the design, sample of the study are pre-tested in order to determine the equivalence of the groups.The procedure was a representation of three (3) groups; (i) multimedia instruction (experimental group 1), (ii) Field trip instruction (experimental group 11). (iii) Conventional method (control group). All the groups were pre-tested using Islamic Studies Multimedia and Fieldtrip Performance Test (ISMFTPT) to observe if there is any difference on their academic performance and retention. Figure 3 illustrates the design below.

Fig 3: Quasi Experimental Design Illustration



The symbols mean as follows:

Q_E - Quasi Experimental

E_1- Experimental group 1 (Multimedia Instruction MMI)

E_2- Experimental group 2 (Fieldtrip Instruction FTI)

C- Control group

O_1- Pre-test

X_1- Treatment Using UMI

X_2- Treatment Using FTI

Y- No Treatment for control group

O_2- Post- test

O_3- Retention test

3.3 Population

The population for this study consistedof ten thousand one hundred and sixty one (10161) Upper Basic Islamic Studies students of Zaria Educational Zone of Kaduna State Ministry of Education Science and Technology. Table 1: shows the population of Islamic studies students.

Table 1: Population distribution of Upper Basic Islamic studies students.

Educational ZoneJSS11 Students			
	Male	Female	Total
Zaria	5481	4680	10161

Source: Kaduna State Ministry of Education, Science and Technology, Kaduna (2019/2020)

3.4 Sample and Sampling Technique

The Sample size for this researchcomprised ofintact classes ofstudents offering Islamic studies from three (3) schools, totaling two hundred and forty seven(247). The schools include: Government Junior Secondary School Aminu, Government Secondary School Tudun Jukun and Government Secondary School Tudun Saibu all from Zaria Educational Zone. The sample size was sufficient enough for an experimental design as this agreed with Fraenke, Wallen and Hyun (2015) who recommended a minimum of 50 respondents and above for an intact class for experimental study of this type. Purposive sampling technique was used to divide the sample schools.

Table 2: Sample Distribution of School and Upper Basic Islamic Studies Students

Sample School	Group	Education zone	Male	Female	Total
GJSS Aminu	Exp. I	Zaria	33	40	73
GSS Tudun Saibu	Exp II	Zaria	40	44	84
GJSS Tudun Jukun	Control	Zaria	40	50	90
Total			**113**	**134**	**247**

3.4.1 Determination of Sample Homogeneity

The researcher determinedthe homogeneity of the sample through the selection of Upper Basic students offering Islamic Studies within Kaduna State, sharing the same geographical location. In addition, the sampled schools that were purposively selected used similar curriculum, having teachers with similar qualifications and the same instruments was administered to the sampled students.

3.5 Instrumentation

A performance test instrument tagged Islamic Studies Multimedia and Fieldtrip Performance Test (ISMFTPT) was used for data collection, the researcher consulted experienced Islamic Studies teachers from different Secondary Schools in Kaduna state and selected topics like congregational Friday prayer, other congregational prayers, compulsory prayers, Sunnah emphatic prayers, and timing of various prayers and Tahdhib (good manners). Recognition was given to the continuity and sequences in the syllabus. Lesson plans were prepared for the administration of the ISMTPT instrument.

The instrument consisted of fifty (50) multiple choice items with four options lettered A to D with only one correct answer based on the concept that was taught from Upper Basic Islamic Studies curriculum. The Islamic Studies Multimedia and Fieldtrip Performance Test items some were drafted by the researcher and some were drawn from previous Junior Secondary School Certificate Examination (JSSCE) of Kaduna state and Basic Education Secondary School Examination of National Examination Council (NECO). The test items were designed to measure learner's cognitive, affective and psychomotor level and to determine the performance and retention of learners from the sampled schools.

3.5.1 Table of Specification

Table of specification is known as a test blue print chart designed based on the list of topics covered in the class and the amount of time spent on the topics. The purpose of the table was to identify the achievement domain being measured and to ensure fair representation of sample of questions appeard in the test (Jose 2012). Table of specification gives teachers clue to focus on the major areas and provide evidence that the test had covered the contents taught. From table 3 some contents have more topics than the others that is why some items are more, therefore the topics taught in the process of teaching in this study were specified in Table 3.

Table 3:Table of Specification

Content	Knlg	Comp.	Appl.	Anal.	Syn.	Eval.	Total
Tahdhib I	4	3	2	3	0	2	14
Friday Prayer(SalatulJumuat)	4	4	3	2	1	2	16
Congregational Prayer (Salatul Jama'a)	2	3	1	1	1	1	9
Tahdhib II	3	2	0	0	0	1	6
Unit of Prayer (Rakaat)	1	1	1	1	0	1	5
Total	**14**	**13**	**7**	**7**	**2**	**7**	**50**

Source: 9 Year basic Islamic Studies Curriculum.
Key:
Knlg = Knowledge
Comp. = Comprehension
Appl. = Application
Anal. = Analysis
Syn. =Synthesis
Eval. = Evaluation

3.5.2 Treatment Package

Treatmentpackage assists the teacher to construct a test that focuses on different areas. The treatment package for the study is presented in Table four (4).Thus treatment package guides the teacher to relate the instructional objectives to cognitive, affective and psychomotor domains..

Table 4: Dimension of Instructional Procedure;

S/No	Topic	Cognitive Domain		Affective Domain		Psychomotor	Total
		Knowledge	Comprehension	Receiving	Responding	Manipulative skill	
1.	Tahadhib	33, 39 43 17	46, 50	26, 28	36, 6	45 23 41 19	14
2.	Salatul Juma'at	32 40 42 18	47 49	27 20 30	37 15 31	22 44 24	16
3.	Salatul Jama'a	1 5 11 12	38	25	48	29 16	9
4.	Tahdhib	13 8	7	4	21	2	6
5.	Raka'at	10	9	34	3	35	5

Table 4: Shows the dimension of instructional process and procedure. It consists of the topicscovered and the number of items selected under cognitive, affective and psychomotor domain.

3.5.3 Validity of the Instrument

The Islamic Studies Multimedia and Field Trip Performance Test (ISMFTPT) was validated by the researcher's supervisors from Department of Educational Foundations and Curriculum (Curriculum Section), Islamic studies experienced teachers from Secondary Schools of Kaduna State and lecturers in the Department of Arts and Social Science (Islamic Studies Section) Ahmadu Bello University, Zaria,and experts in Measurement and Evaluation. This team of experts ensured the appropriateness of both content and construct validity of the instrument, whether the instrument could measure what it was designed to measure and whether the instrument covered the full scale of the content being measured. This is in line with the view of Shahril, (2015) that validity of an instrument is the capability of the instrument to measure what itwas designed to measure, as for both the construct and content validity. Construct validity establishes the logical link between the items and the answers while the content validity establishes whether the items cover all that is to be measured (Shahril, 2015).

3.5.4 Pilot Study

Pilot study is a process that allows the researcher to conduct a preliminary presentation and analysis before conducting a full scale study. In this research a pilot study was conducted to determine the reliability of the Islamic Studies Multimedia and Fieldtrip Performance Test (ISMFTPT). It was carried out to an intact class of (40) JSS II students at Government Secondary School Kofan Kuyambanaas experimental group, and also to an intact class of (37) JSS II students at GSS Galadimawa as control group. The reason for choosing these two schools was because of their similar characteristics and not among the selected sampled schools. The instrument was administered to students in the first instance after two weeks of teaching the instrument was re-administered.

3.5.5 Reliability of instrument

The result obtained from the pilot study was subjected to statistical analysis using Person Product Moment Correlation Coefficient (PPMCC). The reliability coefficient of the test and retest score were computed by mean of PPMCC. The instrument was considered reliable as the reliability index was found to be 0.856, this is line with Andale (2016) who posited that the reliability coefficient should vary between O and 1 where perfect reliability = $\geq$ 0.9, excellent reliability = $\geq 0.8 < 0.9$, good reliability = $\geq$ $0.7 < 0.8$, acceptable reliability = $\geq$ $0.6 < 0.7$ questionable reliability = $\geq$ $0.5 < 0.7$ poor reliability = $<$ 0. 5 and unacceptable reliability = 0.0.The instrument for this study was considered reliable since it was found to be 0.86.

3.6 Procedure for Data Collection

The researcher collected an introductory latter from the Department of Educational Foundations and Curriculum, Faculty of Education Ahmadu Bello University, Zaria to the sampled schools through the DirectorZaria Zonal Education Inspectorate Division. Having done

that, the researcheradministered the pre-test on students before treatment. With the help of research assistants whom were trained by the researcher for one day on the procedures of conducting the research. Data collection lasted for 8 weeks for both the use of Multimedia instruction as treatment (I) and use of field trip instruction as treatment (II) as well as the use of conventional method for control group. A post test was also administered as well as retention test (post –post test) to all groups.

2.4.1 Treatment Plan

Using field trip instruction and multimedia instruction were the treatments for the experimental groups while the control group was exposed to the conventional teaching method on the same content used for the experimental groups. This lasted for 8 weeks. The researcher, research assistants and the students were actively involved in the exercise, the time was assumed to be sufficient for the treatment because it was meant to find out whether using field trip instruction and multimedia instruction in teaching had an effect on the academic performance and retention of students when compared with conventional method of teaching (teachers and chalk board).

Table 5: showing weeks, topics, period and duration for the treatment plan

Weeks	Topic	Period	Duration
1st week	Meaning, Tahadhib concepts	2nd period	45minutes
2nd week	Importance and Its implication to worship	last period	45minutes
3rd week	Visit to observe Salatul Jumuat and its procedure		45minutes
4th week	Different between Jumaat and Eid	2nd period	45minutes
5th week	Visit and prayers to sick person	last period	45minutes
6th week	Performance of salatul Jama'a	last period	45minutes
7th week	Procedure for salatul Jama'a	last period	45minutes
8th week	Visit and prayers at grave yard	2nd period	45minutes
9th week	Performance of Raka'at in salatul Jama'a and individual salat	3rd period	45 minutes

2.4.2 Control of Extraneous Variables

Extraneous variables are variables that could influence the result or outcome of an experiment though, they are not the variables of the research that are actually of interest but can affect the result of independent variables. McLeod (2008), stressed that extraneous variables are undesirable variables that influence the relationship between the variables that the researcher is examining. Meanwhile in a research like this (experimental) such extraneous variables can affect the performance and retention of students in Islamic studies when taught using field trip instruction and multimedia instruction of teaching. In order to control the extraneous variable in a research like this, the researcher took the following measures: Firstly, the researcher avoid personal attribute such as age, gender, accent, manner that can affect the behaviors or the result from the participants (sample of the study). Secondly, it happened, the variables in this research is situational extraneous variables that attempt to affect the result of the participants the researcher controlled it through the use of standardized procedures, this include the use of standardized instruction given to sampled participants. Thirdly, in order to control the extraneous variable of participants/samples variations in terms of intelligence, concentration and anxiety which can affect the outcome of the experiment research of this type, the researcher controlled this through the use of counter balancing. Counter balancing in this case is where by the participants were grouped into half-half groups where by a half group of the sample are given a treatment using multimedia and field trip instructions as condition A, while the other half group of the sample (participants) treated using the conventional method of teaching.

In a nutshell, to control extraneous variables in a research like this, the researcher needs to keep the environment as natural as possible, carefully following or by using standardized

procedures to avoid situational extraneous variables by using counter balancing to avoid participants' variations and by using conscious conveyance of what is expected by the sample. This is to avoid/ control what is considered as researcher's/ experimenter's bias.

3.7 Procedure for Data Analysis

A descriptive and inferential statistical tool/technique were used in analyzing the data, Frequencies and percentage (descriptive statistic) were used to analyze the demographic data and distribution of the respondents while mean and standard deviation were used to answer theEight (8) research questions. In this case the significant variations in mean responses from all the test groups were analyzed using paired and independent t-test. This is line with Clark and Cook (2007) in which they asserted that the use of t-test is appropriate for comparing the means of two samples even if they have different numbers. As such paired t-test was used to analyze hypotheses 1 and 2 while hypotheses 3 to 8 independent t-test was used. All the eight hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

In this Chapter data collected from the field were presented, analyzed and discussed on the basis of the pre-test and post-test as well as retention test on two hundred and forty seven (247) respondents used as sample for the study. The first part of this chapter contains the description of the respondents demographic distribution characteristics, the second part contains answer to the research questions and the analysis of hypotheses tested while the third part presented findings and discussion of finding. Research questions were answered by students mean scores while standard deviation was used to determine how close or otherwise were the students' mean scores.

4.2 Description of Study Variables

In this section of the chapter table 6 presents the frequency and percentage distribution of the respondents based on experimental and control groups.

Table 6: Demographic distribution of the respondents based on groups.

Groups	Frequency (f)	Percentage (%)
Experimental Group I Multimedia Instruction	73	29.6
Experimental group II Fieldtrip Instruction	84	34
Control group Conventional Instruction	90	36.4
Total	247	100

Table 6 indicates a total of 73 respondents representing 29.6% students used as experimental group I and a total of 84 respondents representing 34% of students used as

experimental group II while a total of 90 respondents representing 36.4% students were used as control group. This result indicated that the respondents in the study were evenly distributed.

4.3 Presentation of Data Based on Research Questions

The eight research questions raised in this study were analyzed using mean and standard deviation. Answers to the questions were presented as follows:

Research Question One: What is the difference in the pre-test and post-test performance of Upper Basic Students taught Islamic Studies using multimedia instruction in Kaduna State?

The data collected by administering the instrument through pre-test and post-test were analyzed using mean score and standard deviation. Table 7 presented the analysis of data collected.

Table 7: Students Performance at Pre-test and Post taught Islamic Studies using Multimedia Instruction

Group	N	$\bar{x}$	SD	Mean diff
Pre-test	73	14.25	4.03	
				25.93
Post-test	73	40.18	5.87	

Table 7 showed the performance of students taught Islamic Studies at pre-test and post using multimedia instruction in Upper Basic II in Kaduna State. The mean scores showed that students taught Islamic Studies using multimedia at post-test performed better with means score of 40.18 which exceeded the performance at pre-test of mean score 14.25 with corresponding standard deviation of 5.87 and 4.03 respectively which yielded mean difference of 25.93. This implies that students' performance at post-test using was higher than pre-test which could be attributed to the treatment after pre-test.

Research Question Two: What is the difference in the pre-test and post-test performance of Upper Basic students taught Islamic Studies using field trip instruction in Kaduna State?

The data collected by administering the instrument through pre-test and post-test were analyzed using mean score and standard deviation. Table 8 presented the analysis of the data.

Table 8:Upper BasicStudents at pre-test and post taught Islamic Studies using field trip Instruction in Kaduna State.

Group	N	$\bar{x}$	SD	Mean diff
Pre-test	84	12.86	4.51	
				29.61
Post-test	84	42.46	4.60	

Table 8 showed the performance of students taught Islamic Studies at pre-test and post test using field trip instruction in Upper Basic II in Kaduna State. The mean score as presented revealed that students taught Islamic Studies using field trip performed better at pot-test with mean score of 42.46 as against mean score of 12.86 at the pre-test with the corresponding standard deviation of 4.60 and 4.51 respectively which yielded mean difference of 29.61. This revealed that students' performance at post test using was higher than that of pre-test. This difference could be attributed to the treatment given after pre-test.

Research Question Three: What is the performance of Upper Basic Students taught Islamic Studies using multimedia instruction and those taught using conventional instruction in Kaduna State?

The data collected through administering the instrument of the study was analyzed using mean and standard deviation to answer this research question. The summary of the analysis was presented in Table 9.

Table 9: Performance of Upper Basic Students taught Islamic Studies using multimedia Instruction and those taught using conventional instruction in Kaduna State.

Group	N	$\bar{x}$	SD	Mean diff
Exp I Multimedia Instr.	73	40.18	5.87	15.59
Control Conventional Instr.	90	24.59	3.55	

Table 9 revealed the effects of multimedia instruction on students'performance in Islamic Studies as compared to conventional instructions. The table showed that the performance of those taught using multimedia. Instruction had a better performance with mean score 40.18 as against that of those taught using conventional instruction with mean score of 24.59 with corresponding standard deviation of 5.87 and 3.55 respectively. This showed that the students' mean score difference was 15.59. However, the standard deviation at various instructions implies that students had different performance from each other.

Research Question Four: What is the performance of Upper BasicUpper Basic Students taught Islamic Studies using field trip instruction and those taught using conventional instruction in Kaduna State?

To answer this research questions, data collected was analyzed using mean and standard deviation and the summary of the analysis was presented in Table 10

Table 10: Performance of Upper Basic Students taught Islamic Studies using field trip instruction and those taught using conventional instructions in Kaduna State.

Group	N	$\bar{x}$	SD	Mean diff.
Exp II Field trip Instruction	84	42.46	4.60	17.88
Contr. Conventional Instruction	90	24.59	3.55	

Table 10 showed the performance of Upper Basic Students taught Islamic Studies using

field trip instruction and those taught using conventional instruction. The table revealed the effects of field trip instruction on student's performance in Islamic Studies as compared with that of those taught using conventional instruction. The mean score as shown on the table implies that students taught using field trip was 42.46 which exceeded the performance of those taught using conventional instruction mean score of 24.59 with corresponding standard deviation of 4.60 and 3.55 respectively and yielding a mean difference of 17.88. The Standard deviation from the table implies that the performance of students was different from each other.

Research Question Five: What is the difference in the performance of Upper Basic students taught Isamic Studies using multimedia and those taught using field trip instructions in Kaduna State?

Data collected by the test instrument was analysed using mean and standard deviation, to answer this research question. The summary of the analyses was presented in the table 11.

Table 11: Showing difference in the performance of students taught Islamic Studies using Multimedia and those taught using Field trip instructions.

Group	N	$\bar{x}$	SD	Mean diff
Exp I Multimedia Instruction	73	40.18	5.87	2.28
Exp II Field trip Instr.	84	42.46	4.60	

Table 11 revelead the effect of multimedia instruction on students performance in Islamic Studies an compared to field trip instruction. The mean score as shown on the table implies that students taught using multimedia was 40.18 which is belw the performance of those taught using field trip instruction of mean score 42.46 with corresponding standard deviation of 5,87 and 4.60 respectively and yielding a mena difference of 2.28. The standard deviation from the table implies that the performance of students was different from each other.

Research Question Six: What is the retention ability of Upper Basic Students taught Islamic Studies using multimedia instruction and those taught using conventional instruction in Kaduna State?

The data collected by administering the test instrument was analysed using mean and standard deviation to answer this research question. The summary of the analysis was presented in Table 12.

Table 12: Retention of ability of Upper Basic Students taught Islamic Studies using Multimedia instruction and those taught using conventional instruction in Kaduna State.

Group	N	$\bar{x}$	SD	Mean diff
Exp I Multimedia Instruction	73	40.60	4.33	17.55
Control Conventional Instr.	90	23.06	2.09	

Table 12 showed the effect of multimedia instruction on students' retention ability. The mean score as shown from the table implies that the students taught Islamic Studies using multimedia instruction hadretention ability mean score of 40.60 which exceeded the retention ability of students taught using conventional instruction that had 23.06, yielding a mean difference of 17.55. It also indicated the standard deviation of 4.33 and 2.09 for students taught Islamic Studies using multimedia instruction and conventional instruction respectively. The standard deviation implies that the performance of students differfrom each other. However, retention ability of students taught Islamic Studies using multimedia instruction is on the high rate compared to those taught using conventional instruction.

Research Question Seven: What is the retention ability of Upper Basic Students taught Islamic Studies using field trip instruction and those taught using conventional instruction in

Kaduna State.

The data collected by administering the test instrument was analyzed using mean and standard deviation, to answer this research question. The summary of the analysis was presented in Table 13.

Table 13: Retention ability of Upper Basic Students taught Islamic Studies using field trip Instruction and those taught using conventional instruction in Kaduna State.

Group	N	$\bar{x}$	SD	Mean diff
Exp II Field trip instr.	84	40.35	4.66	17.29
Control Conventional instr.	90	23.01	2.09	

Table 13 shows the retention ability of students taught Islamic Studies using field trip instruction and those taught using conventional instruction. The mean score on the table indicates that students taught Islamic Studies using field trip instruction had a better retention ability with mean score of 40.35 as against those taught using conventional instruction of mean score 23.01, yielding a mean difference of 17.29. It also showed the standard deviation of 4.66 and 2.09 for both students taught Islamic Studies with field trip instructions and those taught with conventional instruction respectively. However, the standard deviation implies that the performance of students was different from each other as such the retention ability of students taught using field trip instruction increased as compared with the retention ability of those taught using conventional instruction.

Research Question Eight: What is the difference in the retention ability of Upper Basic Students taught Islamic Studies using multimedia instruction and those taught using field instruction in Kaduna State?

To answer this research question data collected were analyzed using mean and standard

deviation. The summary of the analysis was presented in Table 14.

Table 14: Retention ability of Upper Basic Students taught Islamic Studies using multimedia instruction and those taught using field trip instruction in Kaduna State.

Group	N	$\bar{x}$	SD	Mean diff
Exp I Multimedia Instr.	73	40.60	4.33	0.26
Exp II Field Trip Instr.	84	40.35	4.65	

Table 14showed the retention ability of Upper Basic Students taught Islamic Studies using multimedia instruction and those taught using field trip instruction. The mean score on the table indicates that both students taught with multimedia and those taught with field had a close mean score of 40.60 and 40.35 respectively yielding a mean difference of only 0.26. This implies that both the two group had better retention ability. From the table it also showed the standard deviation of 4.33 and 4.65 of those taught with multimedia instruction and those taught with field trip instruction respectively. However, the standard deviation implies that the performance of students did not have difference from each other as such the retention ability of students taught with multimedia and those taught with field trip instructions were at almost equal level.

4.4 Hypotheses Testing

All the eight (8) null hypotheses formulated for this study were tested using paired and independent t-test at 0.05 level of significance between the mean scores of the experimental groups and the control group. The summary of the tested hypotheses are presented as follows:

Hypothesis One: There is no significant difference in the pre-test and post-test performance of Upper Basic Students taught Islamic Studies using multimedia instruction in Kaduna State.

The pre-test and post test data collected were analyzed using paired t-test. The summary of the analysis is presented in Table 15.

Table 15: Summary of paired t-test on the pre-test and post-test Performance of Students Taught Islamic Studies using Multimedia Instructions.

Group	N	$\bar{x}$	Sd	df	α	t-cal	p-value	Decision
Exp I Pre-test	73	14.25	4.03					
				144	0.05	31.13	0.00	Rejected
Post-test	73	40.18	5.87					

Table 15 revealed the performance of JSS Students taught Islamic Studies using multimedia instruction at pre-test and posttest. The table shows that there existed difference between the performance of students taught Islamic Studies at pre-test and posttest as student at posttest had a mean score of 40.18 with standard deviation of 5.87, while at pre-test, the students had a mean score of 14.25 with standard deviation of 4.03. The t-test calculated of 31.13 is greater than p-value 0.00 ($p<0.05$). Therefore, the null hypotheses which stated there is no significant difference in the performance of Upper Basic Students taught Islamic Studies at pre-test and posttest is thus rejected as there is no significant difference. The result of the test hypotheses one implies that students taught Islamic Studies using multimedia instruction had a higher score at the post-test as a result of teaching and learning using multimedia instruction.

Hypothesis Two: There is no significant difference in the pretest and posttest performance of Upper Basic Students taught Islamic Studies using field trip instruction in Kaduna State.

The pre-test and posttest data collected were analyzed using paired t-test. The summary of the analysis is presented in Table 16.

Table 16: Summary of paired t-test on the pre-test and post test Performance of Students Taught Islamic Studies using Field trip Instructions.

Group	N	$\bar{x}$	Sd	df	α	t-cal	p-value	Decision
Exp II Pre-test	84	12.86	4.51					
				166	0.05	41.73	0.00	Rejected
Post-test	84	42.46	4.60					

Table 16 shows the performance of Upper Basic Students taught Islamic Studies using field trip instruction at pretest and posttest. The table revealed that there existed difference between the performance of students taught Islamic Studies using field trip at pretest and posttest, as students at posttest had a mean score of 42.46 with standard deviation of 4.60, while at pretest had a mean score of 12.86 with standard deviation of 4.51. The table showed t-cal of 41.73 and p-value of 0.00 ($p<0.05$). Therefore the null hypothesis two is thus rejected as there was significant difference in the performance of students taught Islamic studies at posttest and pretest.

Hypotheses Three: There is no significant difference in the performance of Upper Basic Students taught Islamic Studies using multimedia instruction and those taught using conventional instruction in Kaduna State.

The data collected by administering the test instrument was analyzed using independent sample t-test. Table 17 shows the summary of the analysis.

Table 17: Summary of Independent t-test on the Performance of Upper BasicStudents Taught Islamic Studies using Multimedia Instruction and those Taught using Conventional Instruction.

Group	N	$\bar{x}$	Sd	Df	α	t-cal	p-value	Decision
Exp I Multimedia Instr.	73	40.18	5.87					
				161	0.05	20.94	0.00	Rejected
Control Conventional Instr.	90	24.59	3.55					

Table 17 shows there was difference between the performance of students taught Islamic Studies using multimedia instruction and those taught using conventional instruction. The table shows the t-cal of 20.94 and p-value of 0.00 ($p<0.05$) therefore the null hypothesis three which stated that there is no significant difference in the performance ofUpper Basic Students taught Islamic studies using multimedia instruction was rejected because there was significant difference between the performance of those taught with multimedia instruction and those taught with conventional instruction. The outcome of hypothesis three implies that students taught Islamic Studies using multimedia instruction scored significantly than those taught using conventional (control group).

Hypothesis Four: There is no significant difference in the performance ofUpper Basic students taught Islamic Studies using field trip instruction and those taught using conventional instruction in Kaduna State.

The data collected were marked, scored and analyzed using independent sample t-test. The summary of the analysis is presented in Table 18.

Table 18: Summary of Independent t-test on the Performance ofUpper Basic Students TaughtIslamic Studies using Field trip Instruction and those Taught using Conventional Instruction.

Group	N	$\bar{x}$	Sd	Df	α	t-cal	p-value	Decision
Exp II Field Trip Instr.	84	42.46	4.60					
				172		28.80	0.00	Rejected
Control Conventional Instr.	90	24.59	3.55					

Table 18 indicates there is difference between the performance of Upper Basic Students taught Islamic Studies using field trip instruction and those taught using conventional instruction. The table revealed the t-cal of 28.80 and p-value of 0.000 ($p<0.05$). Therefore, the null hypothesis four is rejected as there is significant difference in the performance of Upper Basic Students taught Islamic Studies using field trip instruction and those taught using conventional instruction. The result of the tested hypothesis four implies that JSS Students taught Islamic Studies using field trip instruction had a better scores than those taught using conventional classroom lesson.

Hypotheses Five: There is no significant difference in the performance ofUpper Basic students taught Islamic Studies using multimedia and those taught using field trip instructions in Kaduna State.

The data collected from the students performance of post test wer analysed using independent t – test. Table 19 revelead the summary of the analysis

Table 19: Summary of independent sample t-test on the performance of students taught Islamic Studies using multimedia and those taught using field trip instructions

Group	N	$\bar{x}$	Sd	Df	α	t-cal	p-value	Decision
Exp I Multimedia Instr.	73	40.18	5.87					
				155	0.05	5.32	0.03	Rejected
Exp II Field trip Instr.	84	42.46	4.60					

Table 19 revealed a significant difference in the performance of students taught Islamic Studies using multimedia instruction and those taught using field trip instructions. The table indicates the t – cal 5.32 and P – valueof 0.03 (P<0.05) therefore the null hypothesis five which stated that there is no significant difference in the performance of students taught Islamic studies using multimedia and those taught using field trip instruction was rejected as there was significant difference between the performance of those taught with multimedia and those taught with field trip instructions. The result of hypothesis five implies that students taught with multimedia instruction scored significantly than those taught using field trip instructions.

Hypotheses Six: There is no significant difference in the retention ability of Upper Basic students taught Islamic Studies using multimedia instruction and those taught using conventional instruction in Kaduna State.

The data collected by administering the test wereanalyzed using independent t-test. Table 20 shows the summary of the analysis.

Table 20: Summary of independent sample t-test of students' retention ability using Multimedia instruction and those taught using conventional instruction.

Group	N	$\bar{x}$	Sd	Df	α	t-cal	p-value	Decision
Exp I Multimedia Instr.	73	40.60	4.33					
				161	0.05	33.89	0.00	Rejected
Control Conventional Instr.	90	23.06	2.09					

Table 20 revealed that there was significant difference in the retention ability of Upper Basic Students taught Islamic Studies using multimedia instruction over those taught using conventional instruction. The table indicates the t-cal of 33.89 and p-value of 0.00 (p<0.05). Therefore, the null hypothesis which stated that there is no significant differences in the retention ability of Upper Basic Students taught using multimedia and those taught using conventional

instruction was hereby rejected. The outcome of the tested hypothesis five revealed that the retention rate of students taught using conventional instruction declines fast as compared to those taught using multimedia instruction that retained the content of Islamic Studies curriculum longer.

Hypothesis Seven: There is no significant difference in the retention ability of Upper Basic Students taught Islamic Studies using field trip instruction and those taught using conventional instruction in Kaduna State.

Data collected were analyzed using independent t-test. Table21 shows the summary of the analysis.

Table 21: Summary of independent sample t-test of Students' retention ability using field trip instruction and those using conventional instruction.

Group	N	$\bar{x}$	Sd	Df	α	t-cal	p-value	Decision
Exp II Field trip Instr.	84	40.35	4.66	172	0.05	31.96	0.00	Rejected
Control Conventional Instr.	90	23.01	2.09					

Table 21 showed that significant difference existed in retention ability of Upper Basic Students taught Islamic Studies using field trip over those taught using conventional instruction. The table showed the t-cal of 31.96 sand p-value of 0.00 ($p<0.005$). Therefore, the null hypothesis six which stated there is no significant difference in the retention ability of Upper Basic students taught Islamic Studies using field trip instruction and those taught using conventional instruction was rejected. The results of the tested hypothesis six revealed that retention rate of students taught using field trip was significantly higher than those taught using conventional instruction.

Hypothesis Eight: There is no significant difference in the retention ability of Upper Basic Students taught Islamic Studies using multimedia instruction and those taught using field trip instruction in Kaduna State.

The data collected through the administration of the test instrument of this study was marked scored and analyzed during sample t-test. Table 22 revealed the summary of the analysis.

Table 22: Summary of Independent t-test of Students Retention Ability Using Multimedia and Field Trip

Group	N	$\bar{x}$	Sd	Df	α	t-cal	p-value	Decision
Exp I Multimedia Instr.	73	40.60	4.33					
				155	0.05	0.36	0.072	Retained
Exp II Field Trip Instr.	84	40.35	40.66					

Table 22 showed no significant difference in the retention ability of Upper Basic Students taught Islamic Studies using multimedia instruction and those taught using field trip instruction. The table revealed the t-cal of 0.36 and p-value of 0.72 ($p>0.05$). Therefore the null hypotheses eight which stated there is no significant difference in the retention ability of Upper Basic Students taught Islamic Studies using multimedia instruction and those taught using field trip instruction was retained. The outcome of the tested hypothesis eight revealed that the retention rate of both Upper Basic Students taught Islamic Studies using multimedia instruction and field trip increased at equal rate. This implied that both students taught with multimedia and field trip instructions retained the content of Islamic Studies curriculum longer.

4.5 Summary of Findings

Based on the outcome of the results from the research questions and tested hypotheses the following findings emerged.

1. Students taught Islamic Studies using multimedia instruction had significantly higher performances at posttest than at their pretest (p-value 0.00<0.005).
2. Students taught Islamic Studies using field trip instruction had significantly higher scores at posttest than at pretest (p-value 0.00<0.005)
3. The Performance of Students taught Islamic Studies using multimedia instruction was significantly higher than those taught using conventional instruction (p-value 0.00<0.005)
4. The performance of those taught using field trip instructionin teaching Islamic Studies more significantly enhanced than those exposed to conventional instruction (p-value 0.00<0.05)
5. The performance of students taught Islamic Studies using multimedia instruction was significantly higher than those taught using field trip instruction (P – Value 0.03 < 0.05)
6. The retention ability of Upper Basic Students taught Islamic Studies using multimedia instruction was significantly higher than those taught using conventional instruction (p-value 0.00 < 0.05)
7. The retention ability of students exposed to field trip instruction was significantlyhigher compared to their counterparts exposed to conventional instruction (p-value 0.00<0.05).
8. The retention ability of JSS students taught using multimedia instruction and those exposed to field trip instruction was found to increase at equal rate which indicated that both groups of students had similar ability to retain the content taught (p-value 0.72>0.05).

4.6 Discussion of Findings

The finding on research question one revealed that students taught Islamic Studies using multimedia instruction had a higher score at post-test than at pretest. The result of post-test indicated that students' performance significantly outperformed their performance at pre-test. Therefore, the null hypothesis one was rejected because there was significant difference between the students' performance at pretest and posttest. This finding confirmed the result of Abidoye (2015) that students taught with multimedia instructional package in the posttest performed significantly better than at the pre-test using multimedia instructional package, the finding upheld the earlier finding of Abubakar (2014) which revealed that the use of multimedia instruction was superior to the traditional method as far as teaching Islamic Studies was concerned.

Finding on research question two revealed that students taught Islamic Studies using field trip instruction had a better performance at post-test than their performance at pre-test. Therefore, null hypotheses two was rejected as there was significant difference between pre-test and post-test performance of students. This finding confirmed the findings of Amosa, Ogunlade and Antobatele (2008) who found that students exposed to fieldtrip had performed better at posttest than at pretest.

Results on research questions three revealed that students taught Islamic Studies using multimedia instruction scored higher after teaching and learning had taken place than those taught using conventional instruction. It was noticed that there was difference in the performance mean score of those taught Islamic Studies using multimedia instruction.The performancewas significantly higher compared with conventional instruction. Therefore the null hypothesis three which states there was no significant difference in the performance of JSS Students taught

Islamic Studies using multimedia instruction and those taught using conventional instruction was rejected because there was significant difference. This finding is in agreement with the work of Iqbal and Muhammed (2015) which revealed that multimedia assisted teaching is more effective than the traditional (conventional procedure for teaching). The finding also laid credence to the finding by Ojinday, Wordu and Gorden (2017) which revealed that theuse of multimedia instruction in teaching enhanced and enabled students to learn in a more effective way than traditional (conventional) method.

Finding on the research question four revealed that students taught Islamic Studies using field trip instruction performed significantly better than those exposed to conventional instruction. Therefore the null hypothesis four which stated that there is no significant difference in the performance of JSS Islamic Studies student taught using field trip instruction and those taught using conventional instruction was rejected because there was significant difference between their performances. This finding agreed with the finding of Ogbuluijah (2014) which revealed that students exposed to field trip instruction had significantly higher performance in learning experience than those exposed to conventional method. The finding also concurred with the finding of Malarvili (2016) which revealed that field trip stimulated better understanding and increasedlearners motivation towards learning, better than those exposed to conventional teaching and learning in classrooms.

Result on research question five revealed that students' performance taught using multimedia instruction was significantly better than those exposed to field trip instruction. As such the null hypothesis five which stated that there is no significant difference in the performance of students taught Islamic studies using multimedia and those taught using field trip was rejected. Because there was significant diffrenece between their performance this findings concurred with the

finding of iqbal and Muhammed (2015) which revelead that multimedia assisted teachingis more effective as far as is teaching Islamic studies is concerned.

The outcome of research question six revealed that students retention ability taught using multimedia instruction was significantly higher than the retention ability of those exposed to conventional instruction. It was discovered that there was significant difference in the retention ability of students taught Islamic Studies using multimedia as compared to those taught using conventional instruction. Therefore, null hypothesis which stated that there is no significant difference in the retention ability of JSS students taught Islamic Studies using multimedia instruction and those taught using conventional was rejected. The finding is in agreement with Mankilk (2016) which indicated that students taught physics using multimedia instructions had higher retention and performed significantly better than those taught physics using conventional method of instruction. The finding also gave credence to the earlier finding of Laura (2008) which indicated that students that were exposed to multimedia instruction had a significantly higher gain score in retention and performance than students in the control group that were exposed to conventional instruction.

Findings on research question Seven revealed that the students taught Islamic Studies using field trip instruction had a higher retention mean score which exceeded the retention mean score of students taught Islamic Studies using conventional instruction. Therefore the null hypothesis which stated that there is no significant difference in the retention ability of students taught Islamic Studies using field trip and those taught using conventional method was rejected. The result of t-test confirmed the fact that, the retention ability of students taught Islamic Studies using field trip was significantly better than the retention ability of those exposed to conventional instruction. This finding agreed with that of Mahgoub and Alawad (2014) whose findings

showed that significant difference existed in the performance and retention ability of students exposed to field trip (experimental group) over those in control group (conventional instruction). The finding also revealed that field trip enhanced their creative thinking and retention over those exposed to conventional instruction. The finding concurred with the finding of Nazifi (2016) which revealed that field trip strategy enhanced retention in the performance of students. However, retention rate of students exposed to conventional instructions decreased fast as compared to the retention of students exposed to field trip instruction. Furthermore, fieldtrip allowed students to interact with their peers and instructors in their field learning setting.

The outcome of research question eight revealed that both students taught Islamic Studies using multimedia and field trip instructions had higher and equal retention ability. Therefore the null hypotheses which stated there is no significant difference in the retention ability of students taught Islamic Studies using multimedia instruction and those taught Islamic Studies using field trip instruction was retained as there was no significant difference that existed in the retention ability of those taught using multimedia and those taught using field trip instructions. The result from the t-test confirmed no difference in the retention ability of both the students of the two experimental groups. This finding confirmed the findings of Ralph (2012) whose findings indicated a slight or no significant difference between pre-test and post test scores and retention ability for both treatment groups (Experimental groups). This indicated that both field trip and multimedia instructions can be used as successful instructions in presenting concepts. This was supported by the finding of Shan and Kham (2015) which revealed that multimedia aided teaching is more effective in enhancing students' attitude and retention than traditional.This finding also gave credence to the earlier finding of Mahghoub and Dawud (2014) whose findings indicated that students exposed to fieldtrip instruction had high retention ability.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study assessed the effect of multimedia and fieldtrip instructions on the performance and retention of Upper Basic Islamic Studies Students in Kaduna State, Nigeria. The study was guided by seven objectives which are to: determine the pre-test and posttest performance of Upper Basic Students taught Islamic Studies using multimedia instruction, determine the pretest and posttest using fieldtrip instruction, find out the performance of Upper Basic Students taught Islamic Studies using multimedia instruction and those taught using conventional taught Islamic Studies using fieldtrip instruction and those taught using conventional instruction, ascertain the retention ability of Upper Basic Students taught Islamic Studies sign multimedia and those taught using conventional instruction, ascertain the retention ability of Upper Basic students taught Islamic Studies using conventional instruction and to compare the retention ability of Upper Basic Students taught Islamic Studies using multimedia instruction and those taught using field trip instruction in Kaduna State. Seven research questions and seven null hypotheses were posed inline with the stated objectives.

The study was carried out using quasi experimental design, with a target population of ten thousand one hundred and sixty one (10161) Upper Basic Islamic Studies Students from Zaria Education Zone of Kaduna State. The sample of two hundred and forty seven (247) JSS Students from three intact classes were purposely sampled and used in the study. An instrument tagged “Islamic Studies media and fieldtrip performance test (ISMFTPT) was used. This instrument was validated, pilot tested and the result obtained was analyzed using Pearson Product Movement Correlation Co-efficient (PPMCC) and a reliability co-efficient index of

0.856 was obtained. By administering the instrument through pre-test, posttest and retention test (post-posttest) data collected were analyzed using mean and standard deviation while independent t-test statistics was used to test all the hypotheses at 0.05 level of significance.

Finding from the study revealed that Upper Basic Students taught Islamic Studies using multimedia instruction had a significantly better performance at post-test (p-value 0.00 < 0.005). Performance of Upper Basic Students taught Islamic Studies using multimedia instruction was significantly better than those taught using conventional instruction in Kaduna State (p-value 0.00 < 0.005). The use of field trip instruction in teaching Islamic Studies had significantly effect better on JSS Students performance than those taught using conventional instruction (p-value 0.00 < 0.05). That the retention ability rate of Upper Basic Students taught Islamic Studies using multimedia instruction was significantlybetter than those taught using conventional instruction, as such student exposed to multimedia instruction retained content taught longer than their counterpart (p-value 0.00 < 0.05). In other words, retention ability of Upper Basic Students taught using conventional instruction declined fast as compared to their counterparts that were taught using field trip instruction which retained the content taught longer (p-value 0.00 < 0.05). Finally, the retention ability of Upper Basic Students taught Islamic Studies using multimedia instruction and those exposed to field trip instruction was found to have increased at equal rate indicating that students taught using both instructions had the ability to retain content taught longer (p-value 0.72 > 0.05).

5.2 Conclusion

In view of the findings from this study, it was concluded that multimedia and field instructionsarouse students' interest and curiosity level. They encouraged students to interact and actively participate in the learning experience rather than remain passive listeners. Both

instructions enabled students to interact, visualize, observe concept in their real situation, share ideas related to Islamic Studies with other students, and retain content taught much longer. In addition students taught Islamic Studies using multimedia and field trip instructions gained chances of listening attentively and significantly performed better than their counterparts taught using conventional instruction. Lastly, the retention ability of students taught Islamic Studies with multimedia instruction and field trip instruction were all at equal rate as such it was concluded that both the two instructions (multimedia and field trip) were effective.

5.3 Recommendations

The following recommendations were made based on the findings of this study.

1. Since multimedia instruction was found to be effective in enhancing students' listening Islamic Studies teachers should be encouraged to use multimedia instruction facilities in their teaching. Government, parents and NGOs should support in providing sufficient multimedia facilities to teachers for their effective teaching.
2. Teachers should be encouraged by school administrators to formally organize study trip for students to gain first hand information and knowledge and cannot be observed within four walls of classroom as field trip instruction enable students to observe concepts in their real situation.
3. Students should be allowed to actively participate in viewing concepts from multimedia facilities in the process of teaching and learning as this enhances their visualization, interaction and discussion of concept viewed.
4. Students should be encouraged and be involved in study trip as this widens their horizon in observing life situation of concepts that are not possible to be observed within the four walls of classrooms.

5. Multimedia facilities should be adquately provided and effectively maintained for students to gain opportunity of using them in the process of teaching and learning since it was found to be effective.
6. As multimedia instruction is effective in enhancing students' retention ability rather than conventional instruction, the use of multimedia should be made compulsory by school administrators to Islamic Studies teachers so as to promote effective learning and retention of Islamic Studies content.
7. As field trip instruction is effective in enhancing students' retention ability rather than conventional instruction, parents and school administrators should support teachers in organizing and involving students to participate in study trip as this will provide learners retention of Islamic Studies concept taught.
8. Curriculum developers, school administrators and teachers should promote the integration of both multimedia instruction and field trip instruction usage in Islamic Studies Curriculum so as to provide good moral sound and spiritual virtues in the mind of learners to grow up faithfully and accord with provision, rule and teaching of Islamic religion in the society.

5.4 Contributions to Knowledge

This study made contribution to the body of knowledge as it provided new procedure for theuse of multimedia and field trip which teachers of Islamic Studies could adopt for the benefit of students. The result of the study established a new innovation in the use of multimedia and field trip which bridge the gap in taking care of students' different ability as the both instructions support slow learners to work alongside with their colleagues.

The study contributed to the body of knowledge in which it enlightened teachers of

Islamic Studies that mainly neglect use of multimedia and field trip to realize that these two instructions can effectively support learners active participation, curiosity and retention of learnt concepts.

The study contributed to knowledge as it established that Islamic Studies teachers by use of multimedia and field trip can prove their potentialities to organize and articulate themselves properly with content of Islamic Studies Curriculum, multimedia facilities to be used or plan for the place of visit to observe the content of the curriculum in order enhance students and avail themselves to the leaving opportunities that are available in multimedia, instruction and fieldtrip instruction.

Lastly, the study contributed to the body of knowledge as it established a successful integration of technology in teaching through generating a real situation for teaching Islamic Studies as learners are fully involved on hands and mind experience which they acquire knowledge and relates them with actual observation. This experiences and knowledge helped them in knowledge application of different life situations.

5.5 Suggestions for Further Studies

Inview of the above findings, it is suggested that further studies should be conducted on the following

1. Comparative effects of multimedia and field trip in rural and urban areas in teaching Islamic Studies in Secondary School of Kaduna State.
2. Effect of multimedia instruction and fieldtrip instruction in teaching Islamic Studies in Public and private secondary schools in Kaduna State.
3. Assessment of factors affecting the usage of multimedia instructional tools by school teachers in basic education in North Western Zone of Nigeria.

4. Effect of multimedia instructional package on Islamic Studies students motivation and academic achievement in Nigerian Senior Secondary Schools
5. Effect of field trip on academic achievement attitude and retention of Islamic studies of Senior Secondary School Students in Kaduna State

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APPENDIX A

SCHEME OF WORK/ UNIT OF TOPICS FOR THE LESSON FOR ALL GROUPS

1. Salatul Jumua'at (Friday Prayer)

1. Definition of the concept.
2. Obligatory act of salatul jumua'at
3. Necessary act of salatul jumua't
4. Procedure for salatul jumua'at
5. Requirement for saltul jumua'at
6. Differences between salatul jumua'at and Salatul Eids

2 **Raka'a (prayer unit)** ,

1. Definition of the concept,
2. Significance and position of Raka'ah in prayers
3. Step by step procedure of performing Raka'ah
4. Performance of prayers practically,
5. Social objectives of prayers/Raka'ah

3 Salatui Jama'a (Congregational daily Prayers)

1. Definition of the concept
2. Objectives of salatul jama'a
3. Procedure for salatul jama'a
4. Leadership in salatul jama'a
5. Joining salatul jama;a /late comers
6. Benefit of salatul jama'a
7. Substitute of an Imam in salatul jama'a

8. Amendment of salat by Qabli and Ba'adi
9. Difference of salatul jama'a and other salatul jama'a

4 Moral lesson in Islam (Tahdhib)

1 Visit to a sick person in a hospital or at home

2 Prayers to a sick person

3 Visit to the deceased people at grave yard

4 Prayers to the deceased at grave yard

APPENDIX B

LESSON PLAN FOR EXPERIMENTAL GROUP I (FIELD TRIP METHOD)

Field trip is a teaching method whereby learners are actively engaged in the learning process rather than absorbing lectures or listening to lesson only. It is a teaching method where group of studentsare carried outsidethe class to observe some activities based on the lesson unit or topic for the attainment of the instructional objective. Under this method, students were involved in practical activities, reporting and describing

LESSON PLAN FOR EXPERIMENTAL GROUP I (FIELD TRIP INSTRUCTION)

LESSON	ONE
Date	4th and 6th November,2019
Class	Upper Basic II
Average age of students	12-15 year
Sex	Mixed
Duration	45 minutes
Subject	Islamic Studies
Topic	Salat
Sub –topic	(Unit of prayer)
Instructional materials	Mosque, Praying mat, pictures showing performance of Raka'ah
Teacher/Students Activities	Practical performance of prayers unit. Demonstration of all the steps in the unit, writing the procedures of the unit.
Behavioral objectives	By the end of the lesson, students should be able to: i. Define prayer and its unit ii. Cite Quranic verse as basis for Establishing prayer. iii. Practical performance of prayer unit

	by stopping at the end of each step of the unit to recall what has been read.
Previous knowledge	Students were used to performing five daily prayers.
Introduction	Lesson was introduced by answering questions based on the students' previous knowledge.
Presentation	Lesson was presented through the following steps.
Step I	Recitation of Quranic verses the teachers and students indicating prayers as a compulsory duty on the Muslims was made by the students: "establish regular prayers, surely the prayer is enjoined on the believers at stated time" (4:103) "verily I am Allah! None has the right to be worshiped but I, so worship me and perform prayers for my remembrance" (20:14).
Step II	With the group /individual step by step activities of the prayer unit, starting from Takbir and ends at the second Sujud.
Step III	Recalling of the main ideas of every step of the activity. This was done through writing down in the students note books. Takbir, Taslim, recitation of Fatihat and surah, Ruku'u with the supplication, supplication while raising up from Ruk'u, Sujud and the supplication while performing and raising up from it.
Conclusion	Teacher concludes was concluded by summarizing the main activities involved in

	prayer unit.
Evaluation	Students are made to react to the following task: i Define prayers and describe the prayer unit. ii. Perform the step by step procedure of the prayer unit iii. Recall and write down in sequential order what has been read at each point

LESSON PLAN FOR EXPERIMENTAL GROUP I (FIELD TRIP INSTRUCTION)

	TWO
Date	11th and 13th November,2019
Class	Upper Basic II
Average age of students	15 year
Sex	Mixed
Duration	45 minutes
Subject	Islamic Studies
Topic	Raka'at(Unit of a Prayer)
Sub –topic	Discarding Raka'at
Instructional materials	Mosque and Praying mat
Teacher/Students Activities	Watching, listening and explaining
Behavioral objectives	By the end of the lesson, students should be able to: i. define rakaat ii. Peform how discard a rakaat and form new one iii. Eplain how perform the discardment
Previous knowledge	Students have leant salat as one of the pillars of Islam
Introduction	Lesson begins with students answering the following questions based on their previous knowledge: • Mention in order, the pillars of Islam • Define salat in Islam
Presentation	Lesson was presented through the following steps:
Step I	Students watch as the teacher perform the procedure for the discernment of raka'at.
Step II	While in the Mosque students were askindividually practice how to discard the rakaat
Step III	Teacher guides students on what necessitate the discernment of a rakaat in salat

Conclusion	Teacher summarizes and students are allowed to ask questions.
Evaluation	Students are asked to perform the following activities. i. Write a report on their experience at the mosque. ii. Write a note on how to discard a rakaat

LESSON PLAN FOR EXPERIMENTAL GROUP I (FIELD TRIP INSTRUCTION)

LESSON	THREE
Date	18th and 20th November,2019
Class	Upper Basic II
Average age of students	12-15 years
Sex	Mixed
Duration	45 minutes
Subject	Islamic Studies
Topic	Salatul Jama'a
Sub –topic	Salatul Jama'a of Zuhr Prayer
Instructional materials	Practical Performance of Salat Zuhr
Teacher/Students Activities	Practical Watching as the prayer is going on by congregation.
Behavioral objectives	By the end of the lesson students should be able to: i. Define the term Salatul Jama'a ii. Perform the activities involve in Salatul Zuhr in congregation iii. Identify how to join salatul jama'a by a late comer.
Previous knowledge	The students are aware of the importance of salat in a congregation.
Introduction	Lesson begins with the teacher by asking the following questions. - Mention the pillars of Islam - Time for the performance of various salat
Presentation	Lesson was presented through the following steps:
Step I	The teacher clearly define the term

	Salatul Jamaa literary means performance of salat in group or with many people.
Step II	Students watch how salatul Zuhr is performed in a congregational step by step way.
Step III	After the performance of the congregational Zuhr Prayer Teacher actas late comer and guide Students on how a late comer should join and complete whatever he missed.
Conclusion	The teacher summarizes of the topic in the the mosque while students write note from his explanation
Evaluation	Students/ Teacher perform the following activities. i. Define the term Salatul Jamaa ii Perform salatul jamaa among themselves in the mosque ii. Act as late comer and and complete a portion of Salat Jamaa.

LESSON PLAN FOR EXPERIMENTAL GROUP I (FIELD TRIP INSTRUTION)

LESSON	FOUR
Date	25th and 27th November,2019
Class	Upper Basic II
Average age of students	12-15 year
Sex	Mixed
Duration	45 minutes
Subject	Islamic Studies
Topic	Salatul Jama'a
Sub –topic	Leadership and substitute of Imam in Salatul Jama'a
Instructional materials	Mosque, People of the congregational prayer
Teacher/Students Activities	Watching, Jotting, Performing and Explanation
Behavioral objectives	By the end of the lesson, students should be able to: i. Identify the qualities of an Imam in a congregational prayer ii. Perform the act of an Imam in a congregational prayer iii. Practicalize the process of substituting an imam when it is necessary.
Previous Knowledge	Students had learned some ideas of salat.
Introduction	Lesson was introduced by asking questions based on the previous knowledge thus: i. Position of Salat in Islam ii Who should lead a Congregational Prayer?
Presentation	The teacher presents the lesson through the following steps:
Step I	Students were guided by the teacher to identify qualities of an imam in a congregational prayer.
Step II	One student is assigned by the teacher to act as an imam and the teacher act to substitute the acting imam as a result of problem faced by the imam. Following the step by step procedure of its performance.

Step III	Students were ask to perform while the teacher watch and at the same time explain to the students what is expected of them to do in the course of the performance.
Conclusion	The teacher summarizes the lesson while students are asked to perform the following task/activities:
Evaluation	Students were asked to perform the following task/activities: i. Mention the qualities of an imam ii. Differentiate practically between performing salat individually and performing it in a congregation. iii. Practically perform how to substitute an imam in a congregational prayer.

LESSON PLAN FOR EXPERIMENTAL GROUP I (FIELD TRIP INSTRUCTION)

LESSON	FIVE
Date	2nd and 4th December,2019
Class	Upper Basic II
Average age of students	12-15 year
Sex	Mixed
Duration	45 minutes
Subject	Islamic Studies
Topic	Tahdhib
Sub –topic	Moral visit to sick person
Instructional materials	Place of visit (Hospital or home)
Teacher/Students Activities	Watching and Jotting,
Behavioral objectives	By the end of the lesson, students should be able to: i. Identify rules governing sick person visitation ii. Recite prayer for the sick person iii. Explain the social and moral benefit of the visit
Previous Knowledge	Students had learned some ideas of moral lesson.
Introduction	Lesson was introduced by asking questions based on the previous knowledge thus: i. Mode of greeting to parent ii. Mode of greeting to person who sneeze
Presentation	The teacher presents the lesson through the following steps:
Step I	Students were led by the teacher to visit sick person and identify the rules for the visit.
Step II	Students were led by the teacher to pray for the sick person
Step III	Teacher explain the moral and social benefit of the visit
Conclusion	The teacher summarizes the lesson while students are asked to perform the following task/activities:
Evaluation	Students were asked to perform the following task/activities:

i. Identify the rules governing visit to sick person

ii. Recite the prayer for the sick person

iii. Explain the moral and spiritual lesson for the visit.

LESSON PLAN FOR EXPERIMENTAL GROUP I (FIELD TRIP INSTRUCTION)

LESSON	SIX
Date	9th and 11th December,2019
Class	Upper Basic II
Average age of students	12-15 year
Sex	Mixed
Duration	45 minutes
Subject	Islamic Studies
Topic	Visit to grave yard
Sub –topic	Moral activities at grave yards
Instructional materials	Grave yard
Teacher/Students Activities	Watching Jotting, and Listening
Behavioural objectives	By the end of the lesson, students should be able to: i. Identify rules governing grave yards visitation ii. Practically recite the entry prayers to the grave yards. iii.Perforn accepted act of visit according to the sunnah of Prophet. Iv Identify moral lesson of visit
Previous Knowledge	Students had learned some ideas on funeral prayer
Introduction	Lesson was introduced by asking questions based on the previous knowledge thus: i. What necessitate funeral prayer and where is the deceased been taken?
Presentation	The teacher presents the lesson through the following steps:
Step I	Students were led by the teacher to visit a grave yard and read the acceptable prayer on entrance..
Step II	Students were guided by the teacher to perform step by step act of entering a grave yard.
Step III	Teacher explain the moral and spiritual benefits of the visit to the grave yard.

Conclusion	The teacher summarizes the lesson while students are asked to perform the following task/activities:
Evaluation	Students were asked to perform the following task/activities: i. Recite the prayer at the entrance of grave yard and prayer to the deceased ii. Perform the accepted act at grave yard iii. Explain the moraland spiritual lesson for the visit.

LESSON PLAN FOR EXPERIMENTAL GROUP I (FIELD TRIP INSTRUCTION)

LESSON	SEVEN
Date	16th December,2019
Class	Upper Basic II
Average age of students	12-15 year
Sex	Mixed
Duration	45 minutes
Subject	Islamic Studies
Topic	Salatul Jummu‘at
Sub –topic	Concept of Salatul Jummu’at
Instructional materials	Friday Prayer Mosque,
Teacher/Students Activities	Watching people Performing Salatul Jummu’at, Jotting, and Explanation
Behavioral objectives	By the end of the lesson, students should be able to: i. Define the concept Salatul Jummu’ats ii. Practically performs salatul Jummu’at iii Identify the obligatory and necessary act of Salatul Jummu’at
Previous Knowledge	Students had learned some ideas of performing Salat.
Introduction	Lesson was introduced by asking questions based on the previous knowledge thus: i. Position of Salatul Jummu‘at
Presentation	The teacher presents the lesson through the following steps:
Step I	Students were guided by the teacher to define Salatul Jummu;at
Step II	Students were guided by the teacher to watch how people perform salatul jummu’at.
Step III	Teacher explain the obligatory and necessary act of salatul jummu’at
Conclusion	The teacher summarizes the lesson while students are asked to perform the following task/activities:

Evaluation	Students were asked to perform the following task/activities: i. Explain the Concept of Salatul Jummu'at ii. Perform the act of Salatul Jummu'at iii. Report their experience on the performance of Salatul Jummu'at at Friday mosque ground

LESSON PLAN FOR EXPERIMENTAL GROUP I (FIELD TRIP INSTRUCTION)

LESSON	EIGHT
Date	18th December,2019
Class	Upper Basic II
Average age of students	12-15 year
Sex	Mixed
Duration	45 minutes
Subject	Islamic Studies
Topic	Salatul Jummu'at
Sub –topic	Difference between Salatul Jummu'at, Salatul Jama'a and Salatul Eids
Instructional materials	Friday Prayer Mosque,
Teacher/Students Activities	Watching people Performing Salatul Jummu'at, Jotting, and Explanation
Behavioural objectives	By the end of the lesson, students should be able to: i. Define the concept Salatul Jummu'ats ii. Practically identify the requirement for salatul Jummu'at iii Identify the difference between Salatul Jummu'at and Salatul Eids
Presentation	The teacher presents the lesson through the following steps:
Step I	Students were guided by the teacher to define Salatul Jummu;at
Step II	Students were guided by the teacher to perform step by step requirement for the act of Salatul Jummu'at
Step III	Teacher explain the differences between Salatul Jummu'at and two Eid prayer.
Conclusion	The teacher summarizes the lesson while students are asked to perform the following task/activities:
Evaluation	Students were asked to perform the following task/activities: i. Explain the Concept of Salatul Jummu'at

ii. Identify the requirements for the performance of Salatul Jumm'at

iii. Identify the difference between Salatul Jummu'at and two Eid prayers.

APPENDIX C

LESSON PLAN FOR EXPERIMENTAL GROUP II (MULTIMEDIA RESOURCES)

Multimedia resources are material resources used for an effective teaching and learning in which the teacher leads the students into active participatory classroom learning activities and viewing the content of a curriculum. It is an interactive processes between the teachers, students the multimedia material and the content of the curriculum. In the process of using this resources, the teacher using projector multimedia facilities, project the content the students while they carefully consider the topic, visualize it and re-visualize the content again and again at their own conveniences under the guidance of the researcher and the research assistant.

i. Encouraging students interacting and attentive listening and visualization

ii. Encouraging students to have active watching; and

iii. Encouraging students to ask questions;

LESSON PLAN FOR EXPERIMENTAL GROUP II (MULTIMEDIA INSTRUCTION)

LESSON	ONE
Date	4th and 6th November,2019
Class	Upper Basic II
Average age of students	12-15 year
Sex	Mixed
Duration	45 minutes
Subject	Islamic Studies
Topic	Salat
Sub –topic	(Unit of prayer)
Instructional materials	Projector /DVD Player showing performance of a Raka'ah
Teacher/Students Activities	Visualizing the practical performance of prayers unit. Demonstration of all the steps in

	the unit, writing the procedures of the unit.
Behavioral objectives	By the end of the lesson, students should be able to: i. Define prayer and its unit ii. Cite Quranic verse as basis for Establishing prayer. iii. Practical performance of prayer unit by stopping at the end of each step of the unit to recall what has been read.
Previous knowledge	Students were used to performing five daily prayers.
Introduction	Lesson was introduced by answering questions based on the students' previous knowledge.
Presentation	Lesson was presented through the following steps.
Step I	Recitation of Quranic verses the teachers and students indicating prayers as a compulsory duty on the Muslims was made by the students: "establish regular prayers, surely the prayer is enjoined on the believers at stated time" (4:103) "verily I am Allah! None has the right to be worshiped but I, so worship me and perform prayers for my remembrance" (20:14).
Step II	With the group /individual step by step activities of the prayer unit, starting from Takbir and ends at the second Sujud.
Step III	Recalling of the main ideas of every step of the activity. This was done through writing down in the students note books. Takbir,

	Taslim, recitation of Fatihat and surah, Ruku'u with the supplication, supplication while raising up from Ruk'u, Sujud and the supplication while performing and raising up from it.
Conclusion	Teacher concludes was concluded by visualizing and summarizing the main activities involved in prayer unit.
Evaluation	Students are made to react to the following task: i. Define prayers and describe the prayer unit. ii. Perform the step by step procedure of the prayer unit iii. Recall and write down in sequential order what has been read at the point of every activities.

LESSON PLAN FOR EXPERIMENTAL GROUP II (MULTIMEDIA INSTRUCTION)

	TWO
Date	11th and 13th November,2019
Class	Upper Basic II
Average age of students	15 year
Sex	Mixed
Duration	45 minutes
Subject	Islamic Studies
Topic	Raka'at(Unit of a Prayer)
Sub –topic	Discarding Raka'at
Instructional materials	Projector/DVD Player
Teacher/Students Activities	Visualizing, Watching, Listening and Explaining
Behavioral objectives	By the end of the lesson, students should be able to: I. Define rakaat ii Peform how discard a rakaat and form new one iv. Eplain how perform the discardment
Previous knowledge	Students have leant salat as one of the pillars of Islam
Introduction	Lesson begins with students answering the following questions based on their previous knowledge: • Mention in order, the pillars of Islam • Define salat in Islam
Presentation	Lesson was presented through the following steps:
Step I	Students visualize, watch and listen to the explanation on how to perform the procedure for the discardment of raka'at.
Step II	While watching students were individually practice how to discard the rakaat
Step III	Teacher guides students on what necessitate the

	discardment of a rakaat in salat
Conclusion	Teacher summarizes and students are allowed to visualize and ask questions.
Evaluation	Students are asked to perform the following activities. 1.Write a report on their experience while visualizing 1. Write a note on how to discard a rakaat

LESSON PLAN FOR EXPERIMENTAL GROUP II (MULTIMEDIA INSTRUCTION)

LESSON	THREE
Date	18th and 20th November,2019
Class	Upper Basic II
Average age of students	12-15 years
Sex	Mixed
Duration	45 minutes
Subject	Islamic Studies
Topic	Salatul Jama'a
Sub –topic	Salatul Jama'a of Zuhr Prayer
Instructional materials	Projectoe/DVD Player Viewing the Performance of Salat Zuhr
Teacher/Students Activities	Visualizing, Watching and Listening as the prayer is going on by congregation on the screen.
Behavioural objectives	By the end of the lesson students should be able to: i. Define the term Salatul Jama'a ii. Perform the activities involve in Salatul Zuhr in congregation 2. Identify how to join salatul jama'a by a late comer.
Previous knowledge	The students are aware of the importance of salat in a congregation.
Introduction	Lesson begins with the teacher by asking the following questions. - Mention the pillars of Islam - Time for the performance of various salat
Presentation	Lesson was presented through the

	following steps:
Step I	The teacher clearly define the term Salatul Jamaa literary means performance of salat in group or with many people.
Step II	Students watch how salatul Zuhr is performed in a congregational step by step way through visualization and listening.
Step III	After the performance of the congregational Zuhr Prayer Teacher act as late comer and guide Students on how a late comer should join and complete whatever he missed.
Conclusion	The teacher summarizes of the topic while students write note from his explanation
Evaluation	Students/ Teacher perform the following activities. iii. Define the term Salatul Jamaa ii Perform salatul jamaa among themselves in the mosque iv. Act as late comer and and complete a portion of Salat Jamaa.

LESSON PLAN FOR EXPERIMENTAL GROUP II (MULTIMEDIA INSTRUCTION)

LESSON	FOUR
Date	25th and 27th November,2019
Class	Upper Basic II
Average age of students	12-15 year
Sex	Mixed
Duration	45 minutes
Subject	Islamic Studies
Topic	Salatul Jama'a
Sub –topic	Leadership and substitute of Imam in Salatul Jama'a
Instructional materials	Pojector/DVD Player Showing People on a congregational prayer
Teacher/Students Activities	Visualizing, Watching, Listening , Jotting, Performing and Explanation
Behavioural objectives	By the end of the lesson, students should be able to: i. Identify the qualities of an in a congregational prayer ii. Perform the act of an Imam in a congregational prayer iii. Practicalize the process of substituting an imam when it is necessary.
Previous Knowledge	Students had learned some ideas of salat.
Introduction	Lesson was introduced by asking questions based on the previous knowledge thus: i. Position of Salat in Islam ii Who should lead a Congregational Prayer?
Presentation	The teacher presents the lesson through the following steps:
Step I	Students were guided by the teacher to identify qualities of an imam in a congregational prayer.
Step II	Student visualize from the screen how an imam is substituted as a result of problem faced by the imam. Following the step by step procedure of its performance.

Step III	Students were ask to perform while the teacher watch and at the same time explain to the students what is expected of them to do in the course of the performance.
Summary/Conclusion	The teacher summarizes the lesson while students are asked to perform the following task/activities:
Evaluation	Students were asked to perform the following task/activities: i. Mention the qualities of an imam ii. Differentiate practically between performing salat individually and performing it in a congregation. iii. Practically perform how to substitute an imam in a congregational prayer.

LESSON PLAN FOR EXPERIMENTAL GROUP I (MULTIMEDIA INSTRUCTION)

LESSON	FIVE
Date	2nd and 4th December,2019
Class	Upper Basic II
Average age of students	12-15 year
Sex	Mixed
Duration	45 minutes
Subject	Islamic Studies
Topic	Tahdhib
Sub –topic	Moral visit to sick person
Instructional materials	Pojector/DVD Player
Teacher/Students Activities	Watching and Jotting,
Behavioral objectives	By the end of the lesson, students should be able to: i. Identify rules governing sick person visitation ii. Recite prayer for the sick person iii. Explain the social and moral benefit of the visit
Previous Knowledge	Students had learned some ideas of moral lesson.
Introduction	Lesson was introduced by asking questions based on the previous knowledge thus: iii. Mode of greeting to parent iv. Mode of greeting to person who sneeze
Presentation	The teacher presents the lesson through the following steps:
Step I	Students view the process of visiting a sick person and identify the rules for the visit from the projector .
Step II	Students were led by the teacher to read the prayer for the sick person
Step III	Teacher explain the moral and social benefit of the visit
Conclusion	The teacher summarizes the lesson while students are asked to perform the following task/activities:

Evaluation	Students were asked to perform the following task/activities: iv. Identify the rules governing visit to sick person v. Recite the prayer for the sick person vi. Explain the moral and spiritual lesson for the visit.

LESSON PLAN FOR EXPERIMENTAL GROUP I (MULTIMEDIA INSTRUCTION)

LESSON	SIX
Date	9nd and 11th December,2019
Class	Upper Basic II
Average age of students	12-15 year
Sex	Mixed
Duration	45 minutes
Subject	Islamic Studies
Topic	Visit to grave yard
Sub –topic	Moral activities at grave yards
Instructional materials	Pojector/DVD Player showing burial ground
Teacher/Students Activities	Watching Jotting, and Listening
Behavioural objectives	By the end of the lesson, students should be able to: i. Identify rules governing grave yards visitation ii. Practically recite the entry prayers to the grave yards. iii.Perforn accepted act of visit according to the sunnah of Prophet. Iv Identify moral lesson of visit
Previous Knowledge	Students had learned some ideas on funeral prayer
Introduction	Lesson was introduced by asking questions based on the previous knowledge thus: i. What necessitate funeral prayer and where is the deceased been taken?
Presentation	The teacher presents the lesson through the following steps:
Step I	Students were guided by the teacher to view how visit a grave yard and read the acceptable prayer on entrance from the screen..
Step II	Students were guided by the teacher to view hoe perform step by step act of entering a grave yard.
Step III	Teacher explains the moral and spiritual benefits of the visit to the grave yard.

Summary/Conclusion	The teacher summarizes the lesson while students are asked to perform the following task/activities:
Evaluation	Students were asked to perform the following task/activities: iv. Recite the prayer at the entrance of grave yard and prayer to the deceased v. Perform the accepted act at grave yard vi. Explain the moral and spiritual lesson for the visit.

LESSON PLAN FOR EXPERIMENTAL GROUP II (MULTIMEDIA INSTRUCTION)

LESSON	SEVEN
Date	16th December,2019
Class	Upper Basic II
Average age of students	12-15 year
Sex	Mixed
Duration	45 minutes
Subject	Islamic Studies
Topic	Salatul Jummu‘at
Sub –topic	Concept of Salatul Jummu’at
Instructional materials	Friday Prayer Mosque,
Teacher/Students Activities	Visualizing, Watching people Performing Salatul Jummu’at from the screen, Jotting, and Explanation
Behavioural objectives	By the end of the lesson, students should be able to: i. Define the concept Salatul Jummu’ats ii. Practically performs salatul Jummu’at iii Identify the obligatory and necessary act of Salatul Jummu’at
Previous Knowledge	Students had learned some ideas of performing Salat.
Introduction	Lesson was introduced by asking questions based on the previous knowledge thus: i. Position of Salatul Jummu‘at
Presentation	The teacher presents the lesson through the following steps:
Step I	Students were guided by the teacher to define Salatul Jummu;at
Step II	Students were guided by the teacher to view and watch how people perform salatul jummu’at from the screen.
Step III	Teacher explain the obligatory and necessary act of salatul jummu’at
Conclusion	The teacher summarizes the lesson by reviewing from the screen while students are asked to perform the following task/activities:

Evaluation	Students were asked to perform the following task/activities: i. Explain the Concept of Salatul Jummu'at ii. Perform the act of Salatul Jummu'at

LESSON PLAN FOR EXPERIMENTAL GROUP I (MULTIMEDIA INSTRUCTION)

LESSON	EIGHT
Date	18th December,2019
Class	Upper Basic II
Average age of students	12-15 year
Sex	Mixed
Period	
Duration	45 minutes
Subject	Islamic Studies
Topic	Salatul Jummu‘at
Sub –topic	Difference between Salatul Jummu’at, Salatul Jama’a and Salatul Eids
Instructional materials	Projector/DVD Player Friday Prayer Mosque,
Teacher/Students Activities	Visualizing, Watching people Performing Salatul Jummu’at, Jotting, and Explanation
Behavioural objectives	By the end of the lesson, students should be able to: i. Define the concept Salatul Jummu’ats ii. Practically identify the requirement for salatul Jummu’at iii Identify the difference between Salatul Jummu’at and Salatul Eid Jummu’at
Presentation	The teacher presents the lesson through the following steps:
Step I	Students were guided by the teacher to define Salatul Jummu;at
Step II	Students were guided by the teacher to view how to perform step by step requirement for the act of Salatul Jummu’at
Step III	Teacher explain the differences between Salatul Jummu’at and two Eid prayer.
Conclusion	The teacher summarizes the lesson by visualizing while students are asked to perform the following task/activities:
Evaluation	Students were asked to perform the following task/activities:

iii. Explain the Concept of Salatul Jummu'at

iv. Identify the requirements for the performance of Salatul Jumm'at

v. Identify the difference between Salatul Jummu'at and two Eid prayers.

APPENDIX D

LESSON PLAN FOR CONTROL GROUP (CONVENTIONAL METHOD)

This method is that method whereby the teacher does the talking, analysis, summary of the lesson. The students remained passive listenerswho do not contribute in the activities going on in the class. They are only involvedin a casual questions by the teacher to keep them alert. Activities always dominated by the researcher/teacher while the students were given little opportunity to ask questions.

LESSON PLAN FOR CONTROL GROUP (CONVENTIONAL METHOD)

LESSON	ONE
Date	4th and 6th November,2019
Class	Upper Basic II
Average age of students	12-15 year
Sex	Mixed
Duration	45 minutes
Subject	Islamic Studies
Topic	Salat
Sub –topic	(Unit of prayer)
Instructional materials	Praying mat
Teacher/Students Activities	Listening on the explanation of the practical performance of prayers unit.
Behavioral objectives	By the end of the lesson, students should be able to: i. Define prayer and its unit ii. Cite Quranic verse as basis for Establishing prayer. iii. Perform a rakaat
Previous knowledge	Students were used to performing five daily

	prayers.
Introduction	Lesson was introduced by answering questions based on the students' previous knowledge.
Presentation	Lesson was presented through the following steps.
Step I	Recitation of Quranic verses the teachers and students indicating prayers as a compulsory duty on the Muslims was made by the students: "establish regular prayers, surely the prayer is enjoined on the believers at stated time" (4:103) "verily I am Allah! None has the right to be worshiped but I, so worship me and perform prayers for my remembrance" (20:14).
Step II	Teacher define the unit of a salat step by step activities of the prayer unit, starting from Takbir and ends at the second Sujud.
Step III	Teacher explains to students the step by step activities of the prayer unit, starting from Takbir and ends at the second Sujud Recalling of the main ideas of every step of the activity. This was done through writing down in the students note books from chalkboard. Takbir, Taslim, recitation of Fatihat and surah, Ruku'u with the supplication, supplication while raising up from Ruk'u, Sujud and the supplication while performing and raising up from it.
Summary/conclusion	Teacher concludes was concluded by

	summarizing the main activities involved in prayer unit.
Evaluation	Students are made to react to the following task: i. Define prayers and describe the prayer unit. ii. Perform the step by step procedure of the prayer unit iii. Write down in sequential order what has been read at each point

LESSON PLAN FOR CONTROL GROUP (CONVENTIONAL METHOD)

	TWO
Date	11th and 13th November,2019
Class	Upper Basic II
Average age of students	15 year
Sex	Mixed
Duration	45 minutes
Subject	Islamic Studies
Topic	Raka'at(Unit of a Prayer)
Sub –topic	Discarding Raka'at
Instructional materials	Praying mats
Teacher/Students Activities	Watching, Listening and Explaining
Behavioral objectives	By the end of the lesson, students should be able to: IV. Define rakaat ii Perform how discard a rakaat and form new one v. Explain how perform the discernment
Previous knowledge	Students have leant salat as one of the pillars of Islam
Introduction	Lesson begins with students answering the following questions based on their previous knowledge: • Mention in order, the pillars of Islam • Define salat in Islam
Presentation	Lesson was presented through the following steps:
Step I	Teacher explains how to perform the procedure for the discernment of raka'at.
Step II	Teacher describe to students could discard the rakaat
Step III	Teacher guides students on what necessitate the discernment of a rakaat in salat

Conclusion	Teacher summarizes and students are allowed to ask questions.
Evaluation	Students are asked to perform the following activities. 1.Define rakaat 2. write how to discard a rakaat 1. Explain what necessitated discernment of a rakaat

LESSON PLAN FOR CONTROL GROUP (CONVENTIONAL METHOD)

LESSON	THREE
Date	18th and 20th November,2019
Class	Upper Basic II
Average age of students	12-15 years
Sex	Mixed
Duration	45 minutes
Subject	Islamic Studies
Topic	Salatul Jama'a
Sub –topic	Salatul Jama'a of Zuhr Prayer
Instructional materials	Flash cards showing Performance of Salat Zuhr
Teacher/Students Activities	Listening, ask and answer questions
Behavioural objectives	By the end of the lesson students should be able to: i. Define the term Salatul Jama'a ii. Perform the activities involve in Salatul Zuhr in congregation Iii Identify how to join salatul jama'a by a late comer.
Previous knowledge	The students are aware of the importance of salat in a congregation.
Introduction	Lesson begins with the teacher by asking the following questions. - Mention the pillars of Islam - Time for the performance of various salat
Presentation	Lesson was presented through the following steps:
Step I	The teacher clearly define the term

	Salatul Jamaa literary means performance of salat in group or with many people.
Step II	Teacher explain to students how salatul Zuhr is performed in a congregational.
Step III	Teacher explain how alate comer can join a congregational Zuhr Prayer and how can to complete whatever he missed whatever he missed.
Conclusion	The teacher summarizes of the topic while students write note from his explanation
Evaluation	Students/ Teacher perform the following activities. v. Define the term Salatul Jamaa ii Perform salatul jamaa among themselves in the mosque vi. Write how you can complete a magrib prayer when a worshiper missed the first 2 rakaat in Salat Jamaa.

LESSON PLAN FOR CONTROL GROUP (CONVENTIONAL METHOD)

LESSON	FOUR
Date	25th and 27th November,2019
Class	Upper Basic II
Average age of students	12-15 years
Sex	Mixed
Duration	45 minutes
Subject	Islamic Studies
Topic	Salatul Jama'a
Sub –topic	Leadership and substitute of Imam in Salatul Jama'a
Instructional materials	Pictures Showing People on a congregational prayer
Teacher/Students Activities	Listening , Jotting, Performing and Explanation
Behavioral objectives	By the end of the lesson, students should be able to: i. Identify the qualities of an in a congregational prayer ii. Perform the act of an Imam in a congregational prayer iii. Perform the process of substituting an imam when it is necessary.
Previous Knowledge	Students had learned some ideas of salat.
Introduction	Lesson was introduced by asking questions based on the previous knowledge thus: i. Position of Salat in Islam ii Who should lead a Congregational Prayer?
Presentation	The teacher presents the lesson through the following steps:
Step I	Teacher identifies the qualities of an imam in a congregational prayer.
Step II	Teacher explains how an imam is substituted as a result of problem faced by the imam. Following the step by step procedure of its performance.
Step III	Teacher describes to students what is expected of them to do in

	the course of the performance.
Conclusion	The teacher summarizes the lesson while listen.
Evaluation	Students were asked to perform the following task/activities: i. Mention the qualities of an imam ii. Differentiate between performing salat individually and performing it in a congregation. iii. Explain how to substitute an imam in a congregational prayer.

LESSON PLAN FOR CONTROL GROUP (CONVENTIONAL METHOD)

LESSON	FIVE
Date	2nd and 4th December,2019
Class	Upper Basic II
Average age of students	12-15 year
Sex	Mixed
Duration	45 minutes
Subject	Islamic Studies
Topic	Tahdhib
Sub –topic	Moral visit to sick person
Instructional materials	Pictures
Teacher/Students Activities	Watching and Jotting,
Behavioral objectives	By the end of the lesson, students should be able to: i. Identify rules governing sick person visitation ii. Recite prayer for the sick person iii. Explain the social and moral benefit of the visit
Previous Knowledge	Students had learned some ideas of moral lesson.
Introduction	Lesson was introduced by asking questions based on the previous knowledge thus: v. Mode of greeting to parent vi. Mode of greeting to person who sneeze
Presentation	The teacher presents the lesson through the following steps:
Step I	Teacher explains how to visit a sick person and identify the rules for the visit from the projector .
Step II	Teacher read the prayer for the sick person
Step III	Teacher explain the moral and social benefit of the visit
Conclusion	The teacher summarizes the lesson while students are asked to perform the following task/activities:
Evaluation	Students were asked to perform the following task/activities:

vii. Identify the rules governing visit to sick person

viii. Recite the prayer for the sick person

ix. Explain the moral and spiritual lesson for the visit.

LESSON PLAN FOR CONTROL GROUP (CONVENTIONAL METHOD)

LESSON	SIX
Date	9th and 11th December,2019
Class	Upper Basic II
Average age of students	12-15 year
Sex	Mixed
Duration	45 minutes
Subject	Islamic Studies
Topic	Visit to grave yard
Sub –topic	Moral activities at grave yards
Instructional materials	Picture showing burial ground
Teacher/Students Activities	Watching Jotting, and Listening
Behavioral objectives	By the end of the lesson, students should be able to: i. Identify rules governing grave yards visitation ii. Practically recite the entry prayers to the grave yards. iii.Perforn accepted act of visit according to the sunnah of Prophet. Iv Identify moral lesson of visit
Previous Knowledge	Students had learned some ideas on funeral prayer
Introduction	Lesson was introduced by asking questions based on the previous knowledge thus: i. What necessitate funeral prayer and where is the deceased been taken?
Presentation	The teacher presents the lesson through the following steps:
Step I	Teacher explains howto visit a grave yard and read the acceptable prayer on entrance from the screen..
Step II	Teacher toexplain howto perform step by step act of entering a grave yard.
Step III	Teacher explains the moral and spiritual benefits of the visit to the grave yard.

Conclusion	The teacher summarizes the lesson while students are asked to perform the following task/activities:
Evaluation	Students were asked to perform the following task/activities: vii. Recite the prayer at the entrance of grave yard and prayer to the deceased viii. Perform the accepted act at grave yard ix. Explain the moral and spiritual lesson for the visit.

LESSON PLAN FOR CONTROL GROUP (CONVENTIONAL METHOD)

LESSON	SEVEN
Date	16th December,2019
Class	Upper Basic II
Average age of students	12-15 year
Sex	Mixed
Duration	45 minutes
Subject	Islamic Studies
Topic	Salatul Jummu‘at
Sub –topic	Concept of Salatul Jummu’at
Instructional materials	Picture of Friday Prayer Mosque,
Teacher/Students Activities	Listening and Explanation
Behavioral objectives	By the end of the lesson, students should be able to: i. Define the concept Salatul Jummu’at ii. Explain how to perform salatul Jummu’at iii Identify the obligatory and necessary act of Salatul Jummu’at
Previous Knowledge	Students had learned some ideas of performing Salat.
Introduction	Lesson was introduced by asking questions based on the previous knowledge thus: i. Position of Salatul Jummu‘at
Presentation	The teacher presents the lesson through the following steps:
Step I	Teacher to define Salatul Jummu;at
Step II	Teacher explain to students how people perform salatul jummu’at from the screen.
Step III	Teacher explain the obligatory and necessary act of salatul jummu’at
Conclusion	The teacher summarizes the lesson by reviewing from the screen while students are asked to perform the following task/activities:
Evaluation	Students were asked to perform the following task/activities:

vi. Explain the Concept of Salatul Jummu'at

vii. Describe the act of Salatul Jummu'at

LESSON PLAN FOR CONTROL GROUP (CONVENTIONAL METHOD)

LESSON	EIGHT
Date	18th December,2019
Class	Upper Basic II
Average age of students	12-15 year
Sex	Mixed
Duration	45 minutes
Subject	Islamic Studies
Topic	Salatul Jummu'at
Sub –topic	Difference between Salatul Jummu'at, Salatul Jama'a and Salatul Eids
Instructional materials	Picture of a Friday prayer mosque
Teacher/Students Activities	Listening and Explanation
Behavioral objectives	By the end of the lesson, students should be able to: i. Define the concept Salatul Jummu'ats ii. Identify the requirement for salatul Jummu'at iii Explain the difference between Salatul Jummu'at and Salatul Eid Jummu'at
Presentation	The teacher presents the lesson through the following steps:
Step I	Teacher defines Salatul Jummu;at
Step II	Teacher explain the requirement for the act of Salatul Jummu'at
Step III	Teacher explain the differences between Salatul Jummu'at and two Eid prayers.
Conclusion	The teacher summarizes the lesson while students listen.
Evaluation	Students were asked to answer the following questions viii. Explain the Concept of Salatul Jummu'at ix. Identify the requirements for the performance of Salatul Jumm'at x. Explain the difference between Salatul Jummu'at and two Eid prayers.

APPENDIX E

RESPONENTS' REQUEST LETTER
ISLAMIC STUDIES MEDIA AND TRIP PERFORMANCE TEST (ISMTPT)

Date……

School ----------

Age ----------

Sex ----------

Dear Respondent

The researchinstrument attached is meant for you to attempt the questions. Your honest response will help in uplifting the standard of Islamic studies education in the state. The result is not part of your examination but as part of the requirements for the award of a PhD degree in Curriculum and Instruction, Ahmadu Bello University, Zaria.

Thanks.

Lawal Abubakar
P17EDFC9005

APPENDIX F

RESEARCH INSTRUMENT

ISLAMIC STUDIES MULTIMEDIAMEDIA AND FIELD TRIP PERFORMANCE TEST (ISMFTPT)

Gender: M ( ) F ( ) Class: Upper Basic

Average age12-14 &14-16 Time – 50min

Group: Field trip ( ) Multimedia ( ) Conventional ( )

Instruction

This test consists of fifty (50) multiple choice objective items. Each question is followed by (4) alternative responses lettered a-d, you are required to answer all questions by circling, underline or ticking the correct responses for each question. Each question carries one (1) mark.

1. How many raka'ahs are therein the five (5) daily prayers .....
    a. 12
    b. 17
    c. 27
    d. 37
2. How many sujuds are performed in every raka'ah .....
    a. One
    b. Three
    c. Two
    d. Four
3. A raka'a is missed in the absent of ----------in salat.
    a. Concentration
    b. Ruku'u
    c. Prostration
    d. Standard unit
4. Salatul Juma'at is performed at
    a. Hamsus-salawat Mosques

b. Open space/field
c. Jummat Masdid
d. Various houses

5. The first attempt of performing Raka'at is_____
    a. Ihram
    b. Niyat
    c. Al-sujud
    d. Tashun
6. All there are segment in Raka'at except
    a. Sujud
    b. Ruku
    c. Wudu
    d. Tashun
7. Sami Allahu liman hamidah is said _____ in a raka'at
    a. At the begging
    b. When raising from sujid
    c. When raising from ruku'u
    d. In the course of Tashud
8. _____ is very important and must be at the commencement of Salat
    a. Ruku
    b. Takbiratul ihram
    c. Sujud
    d. Taslim
9. Worshipper must recite _____ and any other verse
    a. Ummul-Qur'an
    b. Alaq
    c. Shams
    d. Suratul balad
10. One of the social objective of Salatul juma'at is _____
    a. It help to understand one another
    b. Enhances Muslim brotherhood

c. For commercial purpose

d. Social gathering

11. It is a great sunnah of prophet S.A.W to recite Suratul _____ on Friday

a. Kahf

b. Asr

c. Jummat

d. Al-imran

12. One of the basic requirement for performing salatul juma'at is _____

a. Performing at any time

b. Saying the khutbah

c. Ritual birth

d. Cutting of nails

13 Salatul Juma'at differ greatly with two Eids in the sense that they are_____

a. Emphatic sunnah

b. Consist of khutbah

c. Perform only on Friday

d. Consist of two raka'ats

14 Salatul Juma'at is performed only on _____

a. Monday

b. Wednesday

c. Tuesday

d. Friday

15 Salatul Juma'at is a substitute of salatul _____

a. Subhi

b. Zuhur

c. Magrib

d. Asr

16 Khutbah in salatul juma'at is said at _____ the salat

a. Before

b. Middle

c. End

d. Begging

17 Mostly khutbah in salatul juma'at is on _____ issues

a. Social
b. Personal
c. Family
d. Current

18 A complete raka'at began with _____ in salat

a. Taslim
b. Ruku'u
c. Takbiratul ihram
d. Prostration

19 Social benefit of salat is _____

a. Forgiveness of sin
b. Consciousness
c. Sense of equality
d. Restraint from evil deed

20 Performing salatul jama'a earns worshiper _____ reward

a. 37
b. 27
c. 7
d. 17

21 A late comer in prayer is expected to

a. Complete what he missed
b. Stop where the Imam stopped
c. Add what he missed twice
d. Start his own fresh

22 A worshiper who missed the first two (2) raka'ats in magrib prayer will complete the salat by _____

a. By bringing the two missed raka'ats straight
b. By sitting after bringing first raka'at followed by another raka'at
c. By bringing only a raka'at

d. By starting from the beginning

23 The minimum of worshippers to perform juma'at

a. 13
b. 21
c. 20
d. 12

24 All these are must qualities of an Imam except

a. Knowledge of a hadith
b. Fluency in reiteration
c. Maturity
d. Knowledge of fiqh

25 A worshipper who mussed 3 raka'at of Zuhr prayer should complete the prayer by

a. Starting the prayer all over
b. Bringing the three (3) raka'at consecutively
c. Bring one raka'at first following by (two) 2 raka'at
d. Performing baadi after the prayer

26 A rakaat is discarded when _____

a. An addition of a raka'at is performed to the expected major of raka'at
b. One in happy with the time he perform the prayer
c. One talk while praying
d. One mussed the raka'at

27 Salatul Juma'at cannot be attended by _____

a. Male
b. Female
c. Boy
d. Menstruating woman

28 Recitation during juma'at prayer is done_____

a. Aloud
b. Silently
c. Silently and lord
d. None of the above

29 An Imam can be substituted by another imam if he is……

a. Interested to pull out from the prayer
b. Having problem with his Wudu
c. It he cannot continue to recite from Qur'an
d. If he heard a phone call

30. Adhan is called before khudbah of _____

a.Magrib prayer

b. Juma'at prayer

c. Eld prayers

dZuhur prayer

31 While standing before the sick person, the visitor is expected to read this prayer

a. As alu lahal azeem Rabbal arshil azeem yashfeek
b. Allahumma ajirni fi musibati
c. Lailaha – illal lahu inna mautila sakratin
d. Allahumma agfirli

32 A worship get a complete raka'at of a prayer when he gets the _____

a. Ruku'u of the prayer
b. Tashud of the prayer
c. Sujud of the prayer
d. Raising from sujud

33 A worship misses a raka'a of a prayer if he missed

a. Sujud of a prayer
b. Tashn of a prayer
c. Ruku'u of the prayer
d. Recitation of the prayer

34 When placing a deceased in the grave it is expected to recite……

a. Allahumma agfirhu, Allahumma thabtahu

b. Bismillahi waala sunnati rasulullah

c. Allahumma ajallahu farta wa salafan

d. Inna laha ma ahaza wa lahu ma a ata

35. One of the sipiritual benefit for visiting a sick person is that he…….

a Will get rich

bWill be showered with mercy

c. Will be congratulated

dSick will be removed

36. On the way visiting a sick person the visitor is expected to say

a. Ayyikum bi kalimatullah

b. Qaddarul-lahi ma shaa faala

c. Audhu billahi minashaitan rajeem

d. La baas dahur insha Allah

37. At entrance into the grave yard, the visitor is expected to recite…….

a. Allahumma inni asaluka khair wama feeha

b. Subhana ladhi yusabihu rad bihamdihi

c. Asshahadu an lailaha an lailaha illallah

d. Assalamu alaikum ahla diyar minalmumin wal muslumina, wa inna inshaal lahu bikum lahiqun

38. After burying the deceased in the grave,this is what is supposed to be recited

a. allahumma agfirlahu Allahuma thabithu

b. Allahumma as alukal khair

c. Subhanalillah

d. Allahumma sayyibna nafian

39. An Adhan is not called during Salatul _____

a. Istisqal

b. Juma'at

c. Janazah

d. Khauf

40. When placing deceased into the grave he/she should be placed on the _____ side

a. left

b. right

c. down

d. up

41. A prayer at the grave yard is said to be _____

a. Mustahabat

b. Fard

c. Sunnah

d. Qabli

42. Visiting grave yard is done _____ in every year

a. Annually

b. Continuously

c. Weekly

d. Monthly

43. A sick person if found to be at death stage should be guided to recite _____

a. Tashud

b. Shahada

c. Iqamah

d. Talbiya

44. When entering into the grave yard a visitor is expected to remove _____

a. Shoe

b. Cap

c. Ring

d. Socks

45. The prayer *"La-Ba'asa Tahurun Insha Allahu"* is prayer said

a. When visiting grave yard

b. When visiting sick person

c. When visiting parent

d. When visiting schools

46. The Prayer *"Allahuma Ghafirli Wa Rahamni Wa Alhiqni Bir-Rafiqi Aala"* is said when

a. When the sick have renounce all hope of life.

b. When coming out from grave yard

c. When Parent are sick

d. When one feels disturbed

47. The prayer "*Allahuma Ajirni Fi Musibati Wa Al-Hiqli Khair Minha*" is said when one is

a. Visiting sick person

b. Afflicted with calamity

c. Entering grave yard

d. Entering market

48. When deceased is a child the prayer _____ is said to him/her

a. Allahuma Ijalhu Lana Fardan Wa Salafna Ajra

b. Allahuma arzuquna ba'adahu

c. Allahuma lakal hamdu

d. Allahuma ajirna mina nar

49. Assalamu alaikum ahalul diyar is a prayer said when visiting graves and it means _____

a. Peace be upon the inhabitant of the grave

b. Peace be upon all of us

c. Peace be upon the grave yard

d. Peace be upon the death one

50. Bismillahi Wa Ala Sunnati Rasulullahi is prayer said when placing a deceased into a sgrave yard it translated as

a. In the name of Allah and upon his Messenger

b. In the name of Allah and upon his Prophets

c. In the name of Allah the Beneficial the Merciful

d. In the name of Allah and upon the tradition of the Messenger of Allah

APPENDIX G

ISLAMIC STUDIES MEDIA AND TRIP PERFORMANCE TEST (ISMTPT)

MARKING GUIDE

S/No	Answer	S/No	Answer
1	B	26	A
2	C	27	D
3	B	28	A
4	C	29	B
5	B	30	B
6	C	31	A
7	C	32	A
8	B	33	C
9	A	34	B
10	B	35	B
11	A	36	D
12	B	37	D
13	C	38	A
14	D	39	C
15	B	40	B
16	A	41	C
17	D	42	B
18	C	43	B
19	C	44	A
20	B	45	B
21	A	46	A
22	B	47	B
23	D	48	A
24	A	49	A
25	C	50	D

APPENDIX H

RESEARCH ASSISTANTS' TRAINING MANUAL

This research work is on one teaching method and one teaching resources namely Field trip method and multimedia resources to be used in teaching Islamic studies to Upper Basic students in Kaduna State. The researcher employed two (2) research assistants and trained them on the teaching method and the multimedia resources to be used in this study. A research assistant is temporary person who a researcher employed often on a temporary contract for the purpose of assisting in academic research. Research assistants are not directly responsible for the outcome of the research work. They are experienced Islamic Studies teachers who are university graduates from the selected schools under study.

EXPECTATION FROM THE RESEARCH ASSISTANTS

The researcher upon commencement of the exercise will address the research assistants on what is expected of them. Thus;

i. Research assistants will be responsible for the accuracy, validity and integrity of the research on which they work on.
ii. Research assistants can askwhen they get lost in the course of the exercise.
iii. Research assistants at the end of the treatment period (eight weeks) will assist in administering the post-test to the students.
iv. Research assistantswill collect the answer scripts and handed them over to the researcher.
v. Research assistants will also assist in marking the scripts and recorded their scores.

PROCEDURE FOR THE TRAINING

The researcher as an Islamic studies teacher will have a brief interaction with Islamic Studies teachers of the selected schools for the study, having done that then select the competent research assistants after a brief introduction of themselves, then a subsequent training will follow in this order;

i. The researcher provide an overview of the research work at the beginning of the session, detailing what is expected of them from the research, the time frame, regular meetings with the students during lesson periods.
ii. The researcher explained from the onset, use of lesson plans, administering of test items from the beginning of the study to the end.
iii. The researcher also explained to the research assistants that the data for the study is to be collected through the administration of pre-test, post-test and retention test of fifty (50) multiple choice objectives test.
iv. The researcher explain to them that the data collection will phase lasted for eight weeks. Before the treatment, students in both experimental and control groups will be exposed to a pre-test.
v. The researcher will train the research assistants on how to administer a pre-test to the students in all the groups using an instrument tagged Islamic Studies media and trip performance test (ISMTPT) before the commencement of the treatment.
vi. The researcher informs the assistants that they will teach the students as outlined in the lesson plans for a period of eight weeks.
vii. The researcher explain to the research assistants that the experimental groups will be taught using Field trip teaching method and use of multimedia resources, while the

control group will be taught with conventional method by the research assistants who were experienced Islamic Studies teachers with required teaching qualification at the junior secondary level of a minimum of ten (7) years exposure to junior secondary level Islamic Studies curriculum.

viii. Researcher trains the research assistants on how to administer a post test after the treatment, to both the experimental and control groups by the researcher with the help of the research assistants.

ix. Retention test will also be administered by the researcher and the research assistant to all groups (experimental and control) after two weeks of posttest administration. This is to determine the students' retention ability.

x. The scripts will be collected, marked, scored and recorded to make, comparison between the groups with the help of the research assistants.

xi. The three groups will be taught using the same content selected from JSS II curriculum under the same condition in their different schools.

xii. After the treatment, the students in experimental and control groups were exposed to post-test in order to determine their performance.

xiii. The researcher will be having regular meeting with the research assistants

APPENDIX I

DEPARTMENT OF EDUCATIONAL FOUNDATIONS & CURRICULUM
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

Instrument Validation Form

Dear Sir/Ma,

The candidate is a postgraduate student of Educational Foundations and Curriculum Department, Ahmadu Bello, Zaria. He/she is hereby humbly requesting your assistance in validating this research instrument. Please, grant the candidate all the necessary assistance. Thank you.

Head of Department (Signature, Date & Official Stamp

Student's Surname: ABUBAKAR Other Names: GANSAL

Registration Number: [illegible] Programme: PhD CURR & INSTR.

Title of the Instrument: ISLAMIC STUDIES MEDIA AND TRAP PERFORMANCE TEST (SMTPT)

Please comment on the following:

1. Appropriateness of the instrument for the research work: In line with the Subject of the Study
2. Clarity and simplicity of the language used: Very clear and very simple to the understanding of the respondents
3. Suitability of the instrument for the level of respondents: Very Suitable for JSS Students
4. The extent in which the items cover the topic it meant to cover: Accurately Covered the Content
5. Is the instrument properly structured in line with objectives and research questions? Very well Constructed
6. Others (grammatical errors, spelling errors and others) Satisfactory

7. General comment on the instrument..... Good and Intake for the research work.

Suggestion(s) for improving the quality of the instrument

1. The number of items for the last one ok.
2. The request letter to the respondents should indicate the type of Dissertation or thesis
3. Edit the instrument thoroughly
4. Generally the instrument is Suitable and accurate for this study

ATTESTATION SECTION

I hereby testify that the above named student brought his/her instrument for validation

Name of Attester: Dr M.O. Ibrahim

Designation:

Name and Address of Institution: Dept. of Science Educ. A.B.U. Zaria

Phone No: 08060431619 **E-mail:** Marolaib@gmail.com

8/6/18

Signature and Date

Thank You

APPENDIX 1 J

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA

Vice-Chancellor: Professor Ibrahim Garba, B.Sc (Hons) Geology, M.Sc (Mineral Exploration) ABU, Ph.D Geology (London), D.I.C, FSS
Head of Department: Dr. Musa Idris Harbau, GRI (TC), NCE, B.A.(Ed), M.Ed Admin and Planning (BUK), PhD Admin and Planning (ABU)

Our Ref: DEFC/S.25

Date: 01/06/2018

THE ZONAL DIRECTOR
KADUNA STATE MINISTRY OF EDUCATION
SCIENCE AND TECHNOLOGY
ZARIA

Dear Sir

LETTER OF INTRODUCTION

The bearer, Lawal Abubakar, with Registration Number PG/EDFC/9005 is a student in this department. He /She is carrying out research, being part of requirement for graduation, in Ph.D Curriculum & Instruction. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is

PILOT TESTING ON: ASSESSMENT OF THE EFFECTS OF MULTIMEDIA RESOURCE AND FIELD TRIP METHOD ON THE PERFORMANCE AND RETENTION OF JUNIOR SEC. SCHOOL STUDENTS IN KADUNA STATE, NIGERIA

Thanks in anticipation of your kind response.

Yours sincerely,

08/06/2018.

Head of Department
Dept. of Educational Foundations & Curriculum
A.B.U. Zaria

Dr. M.I. Harbau
Head of Department

APPENDIX K

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRIC
Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA

Vice-Chancellor: Professor Ibrahim Garba, B.Sc (Hons) Geology, M.Sc (Mineral Exploration) ABU, Ph.D Geology (London), D.I.
Head of Department: Dr. Musa Idris Harbau, GRIDTC, NCE, B.A.(Ed), M.Ed Admin and Planning (ABU), PhD Admin and Planning

Our Ref: DEFC/S.25

Date: 28/11/19

The Director,
Zonal Educational Division
Zaria Zone
Kaduna State

Dear Sir,

LETTER OF INTRODUCTION

The bearer, Lawal Abubakar, with Registrati
Number P17EDFC9005, is a student in this department. He /She
carrying out research, being part of requirement for graduation,
Ph.D Curriculum & Instruction. He/She needs certain informatic
in your organization. Kindly, allow him/her have access to information in your organizatio
The information obtained will be used for research purpose only. The topic of his/h
research is

Assessment of the effect of Multimedia
and field trip Instructions on the performance
and retention of JSS Islamic Studies Students
in Kaduna State, Nigeria

Thanks in anticipation of your kind response.

Yours sincerely,

18/11/2019.

Dr. M.I. Harbau
Head of Department

Head of Department
Curriculum
A. B. U. Zaria

APPENDIX L

```
  /VARIABLES=posthuck8
  /CRITERIA=CI(.95).
```

T-Test

```
[DataSet0]
```

Group Statistics

	grp9	N	Mean	Std. Deviation	Std. Error Mean
posthuck8	1.00	73	40.1781	5.86738	.68673
	2.00	73	14.2466	4.02693	.47132

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
posthuck8	Equal variances assumed	9.376	.003	31.134	144
	Equal variances not assumed			31.134	127.513

Independent Samples Test

		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence ... Lower
posthuck8	Equal variances assumed	.000	25.93151	.83290	24.28521
	Equal variances not assumed	.000	25.93151	.83290	24.28340

Independent Samples Test

		t-test for Equality of ... 95% Confidence ... Upper
posthuck8	Equal variances assumed	27.57781
	Equal variances not assumed	27.57961

```
T-TEST GROUPS=grp9(1 2)
```

```
/MISSING=ANALYSIS
/VARIABLES=posthuck9
/CRITERIA=CI(.95).
```

T-Test

[DataSet0]

Group Statistics

	grp2	N	Mean	Std. Deviation	Std. Error Mean
posthuck9	1.00	84	42.4643	4.60342	.50227
	2.00	84	12.8571	4.59214	.50104

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
posthuck9	Equal variances assumed	.026	.871	41.732	166
	Equal variances not assumed			41.732	165.999

Independent Samples Test

		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence ... Lower
posthuck9	Equal variances assumed	.000	29.60714	.70945	28.20643
	Equal variances not assumed	.000	29.60714	.70945	28.20643

Independent Samples Test

		t-test for Equality of ... 95% Confidence ... Upper
posthuck9	Equal variances assumed	31.00786
	Equal variances not assumed	31.00786

```
T-TEST GROUPS=grp3(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=posthuck3
  /CRITERIA=CI(.95).
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T-Test

[DataSet0]

Group Statistics

	grp3	N	Mean	Std. Deviation	Std. Error Mean
posthuck3	1.00	73	40.1781	5.86738	.68673
	2.00	90	24.5889	3.54710	.37390

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
posthuck3	Equal variances assumed	22.456	.000	20.935	161
	Equal variances not assumed			19.937	112.982

Independent Samples Test

		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence ... Lower
posthuck3	Equal variances assumed	.000	15.58919	.74466	14.11863
	Equal variances not assumed	.000	15.58919	.78191	14.04008

Independent Samples Test

		t-test for Equality of ... 95% Confidence ... Upper
posthuck3	Equal variances assumed	17.05975
	Equal variances not assumed	17.13831

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T-TEST GROUPS=grp4(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=posthuck4
  /CRITERIA=CI(.95).
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T-Test

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[DataSet0]
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Group Statistics

	grp4	N	Mean	Std. Deviation	Std. Error Mean
posthuck4	1.00	84	42.4643	4.60342	.50227
	2.00	90	24.5889	3.54710	.37390

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
posthuck4	Equal variances assumed	7.962	.005	28.801	172
	Equal variances not assumed			28.548	155.845

Independent Samples Test

		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence ... Lower
posthuck4	Equal variances assumed	.000	17.87540	.62065	16.65033
	Equal variances not assumed	.000	17.87540	.62616	16.63854

Independent Samples Test

		t-test for Equality of ... 95% Confidence ... Upper
posthuck4	Equal variances assumed	19.10047
	Equal variances not assumed	19.11226

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T-TEST GROUPS=grp5(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=posthuck5
  /CRITERIA=CI(.95).
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T-Test

[DataSet0]

Group Statistics

	grp5	N	Mean	Std. Deviation	Std. Error Mean
posthuck5	1.00	73	40.6027	4.33250	.50708
	2.00	90	23.0556	2.08990	.22029

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
posthuck5	Equal variances assumed	29.625	.000	33.885	161
	Equal variances not assumed			31.739	98.893

Independent Samples Test

		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence ... Lower
posthuck5	Equal variances assumed	.000	17.54718	.51784	16.52454
	Equal variances not assumed	.000	17.54718	.55287	16.45016

Independent Samples Test

		t-test for Equality of ... 95% Confidence ... Upper
posthuck5	Equal variances assumed	18.56982
	Equal variances not assumed	18.64420

```
T-TEST GROUPS=grp6(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=posthuck6
  /CRITERIA=CI(.95).
```

T-Test

[DataSet0]

Group Statistics

	grp6	N	Mean	Std. Deviation	Std. Error Mean
posthuck6	1.00	84	40.3452	4.65559	.50797
	2.00	90	23.0556	2.08990	.22029

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
posthuck6	Equal variances assumed	28.565	.000	31.955	172
	Equal variances not assumed			31.227	113.415

Independent Samples Test

		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence ... Lower
posthuck6	Equal variances assumed	.000	17.28968	.54106	16.22171
	Equal variances not assumed	.000	17.28968	.55368	16.19279

Independent Samples Test

		t-test for Equality of ... 95% Confidence ... Upper
posthuck6	Equal variances assumed	18.35765
	Equal variances not assumed	18.38658

```
T-TEST GROUPS=grp7(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=posthuck7
```

```
  /CRITERIA=CI(.95).
```

T-Test

```
[DataSet0]
```

Group Statistics

	grp7	N	Mean	Std. Deviation	Std. Error Mean
posthuck7	1.00	73	40.6027	4.33250	.50708
	2.00	84	40.3452	4.65559	.50797

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
posthuck7	Equal variances assumed	.069	.793	.357	155
	Equal variances not assumed			.359	154.257

Independent Samples Test

		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence ... Lower
posthuck7	Equal variances assumed	.722	.25750	.72139	-1.16752
	Equal variances not assumed	.720	.25750	.71775	-1.16038

Independent Samples Test

		t-test for Equality of ... 95% Confidence ... Upper
posthuck7	Equal variances assumed	1.68253
	Equal variances not assumed	1.67538

```
T-TEST GROUPS=grp8(1 2)
  /MISSING=ANALYSIS
```