EFFECTS OF INQUIRY METHOD ON THE ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL STUDENTS IN ISLAMIC STUDIES IN KADUNA STATE

BY

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APRIL, 2015

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BY

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DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,

AHMADU BELLO UNIVERSITY, ZARIA
NIGERIA

APRIL, 2015

DECLARATION

I hereby declare that, this thesis titled "Effects of Inquiry Method on the Academic performance of Junior Secondary School Students in Islamic studies in Kaduna State", has been written by me in the Department of Educational Foundations and Curriculum under the supervision of Dr. A.F. Muhammed and Dr. S.U. El-Yakub.

The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another higher degree at any university.

Ibrahim Ja'afaru	**Signature**	**Date**

CERTIFICATION

This research work titled "Effects of Inquiry Method on the Academic Performance of Junior Secondary School Students in Islamic Studies in Kaduna State" by Ibrahim Ja'afaru, meets the regulations governing the award of a Master of Education (M.Ed) in Curriculum and Instruction, Ahmadu Bello University, Zaria, Nigeria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my parents and teachers for their guidance from the beginning of my course work to the period of this research work. I thank them very much.

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All praises are due to Allah, may the perfect peace and blessings of Allah be upon our noble prophet Muhammad (S.A.W) his house-hold, his companions and those following his footsteps, Amin. I am indeed indebted to the whole body of knowledge through which, this research saw the light of the day.

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ABSTRACT

This study has its titled as "Effects of Inquiry Method on the Academic Performance of Junior Secondary School Students in Islamic Studies content of the curriculum". The specific objective for the study were:- To compare the performance of students taught Islamic studies curriculum using inquiry method and those taught using traditional method of teaching. Find how the use of inquiry method of teaching enhances on the academic performance of male and female students in Islamic Studies. Determine the difference in the performance of students in pre-test and post-test for experimental groups and determine the difference on the academic performance of students in pre-test ands post-test for the control groups. Four (4) research questions and four Null-hypotheses were formulated to serve as guide for this study. Quasi-experimental design involving the pre-test and post-test was employed for the purpose of this study. A sampled of 300 students, male (160) One hundred and sixty and female (140) One-Hundred and forty, were proportionally selected out of 7,573 population and were placed into experimental and control groups i.e rural and urban. The study made use of a standardized Islamic studies performance Test (IPT) objective test items as the instrument for data collection. The scores obtained were analysed using the t-test statistical method. The result obtained in this study showed that out of the Four (4) Null-Hypotheses formulated and test at 0.05 level of significance two (2) were rejected while two (2) were retained. The rejection was attributed to the exposure of inquiry method to experimental groups which indicated that t-value is greater than t-critical in Ho_1 and Ho_3 while in the Ho_2 and Ho_4 its retention indicated a similar result in the t-value and in t-critical. The findings revealed that inquiry method have significant roles on the academic performance of Junior Secondary School (JSS) Students. In view of the above findings, it is concluded that effective use of Inquiry method in teaching should be employed as it will enhance the academic performance of not only JSS Students but the senior Secondary School (SSS) level of Education.

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OPERATIONAL DEFINITION OF TERMS

Fard - Obligation

Fatihah - The seven-verses chapter which is the first sura of the Quar'an. It is recited in each rak'at of every prayer.

Fiqh - Islamic Jurisprudence, covering all aspect of life

Ghusl - Washing the whole body

Hadith - The sacred traditions of Islam, which were originated by the prophets, especially the traditions uttered by Him or based on his actions.

Hajj - Pilgrimage

Halal - Permissible

Haram - Prohibited

Ibadat - Worship

Imam - Muslim Leaders, especially in prayer

Isha - Night prayer which starts as from the disappearance of the red clouds in the horizon.

Iqamah - The formula which is said to get the Muslim ready for Prayer. It is the second call for prayer.

Istinja - The cleanliness after going to toilet.

Jama'ah - Congregation

Janabah - Pollution; which occurs as a result of sexual intercourse or bringing for the semen.

Janazah - Funeral

Juma'ah - Friday

Ka'abah	-	The sacred shrine at the centre of the Great mosque in Mecca; the goals of the Muslim pilgrimage
Khusuf	-	Moon eclipse
Khubah	-	Sermon
Kusuf	-	Sun eclipse
La-llaha-lllallah	-	There is no god but Allah
Masjid	-	Mosque
Nafl	-	Supererogatory
Niyyah	-	Intention
Qibalah	-	The Ka'bah, to which the Muslims turn their faces during prayer.
Rak'ah	-	Essential part of prayer containing the recitation of Al-fatiha, a portion of the Qur'an, Takbir, Ruku, Rising from ruku , two sujuds and rising from each sujud.
Ruku	-	Kneeling
Sajda	-	One prostration
Salam	-	Peace; assalamu 'alaykum:- peace be upon you.
Salah or salat	-	Prayer
Subhanallah	-	Glorification to God
Subh	-	Morning
Sujud	-	Prostration containing two sajads
Sunnah	-	The prophetic teachings of Muhammad given either by word or example or passive approval. Sunna also means the non-obligatory worship which comes in importance after the obligation.

Sura	-	Qur'an chapter
Taharah	-	Purification
Tahiyyah	-	Greeting
Tahmid	-	Saying Alhamdulillah, which means praise be to God".
Takbir	-	Saying Allahu Akbar which means "God is Greater".
Takbiratul-ihram	-	Saying "Allahu Akbar" which the worshipper starts his prayer.
Talaq	-	Divorce
Tasbihi	-	Saying "Subhanallah"
Tauhid	-	Theology
Tayammum	-	Sandy purification, used when water is not available.
Wajib	-	Obligation
Zakat or Zakah	-	Alms
Wudu	-	Ablution

ABBREVIATIONS

ERC	-	Educational Resource Centre
FME	-	Federal Ministry of Education
GJSS	-	Government Junior Secondary School
GSS	-	Government Secondary School
IPT	-	Islamic Studies of Performance Test
JSSCE	-	Junior Secondary School Certificate of Education
NATAIS	-	Nigeria Association of Teachers of Arabic and Islamic Studies
NECO	-	National Examinations Council
NCTE	-	National Council of teachers of English
NRC	-	National Research Council
UBE	-	Universal Basic Education

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Islam is a religion that is based on testimony of the existence and oneness of Allah (S.W.T.) and the massengership of the Prophet (S.A.W), the practical acts of worship (Ibadat) and the observance of moral teaching. It is a religion in which injunctions are translated into action. A Muslim child that goes to primary or post-primary school must be taught how to practice and observe these religious activities. Thus, a Muslim child should be able to make Taharah (Purification) of both minor and major impurities. Students must be able to correctly observe the five daily prayers. Students should also know the conditions governing Salat (prayer), Zakat (Charity), Sawn (Fasting); and Hajj(Pilgrimage).

The National Policy on Education (2009) emphasised that Islamic Studies is supposed to produce God-Conscious and responsible citizen for Nigeria. Responsible citizens, are considered as those who value their country, cherish their cultural values and are ready to safeguard the interest of their country NPE(2009) stated that one of 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 achieved if a suitable method of teaching is not properly indentified and utilized. Therefore, the NPE (2009) emphasised the adequate choice of method of teaching by teachers so as to solve educational problems and enhance students learning. (NPE, 2009)

Furthermore, methodology is the study and practice of various methods of teaching. This implies that methodology is both the study of different methods and the systematic means of presenting subject matter and learning

experiences. This study of the methodology covers not only the philosophy of method, but also the influence of psychological principles involved in learning. However, inquiry method of teaching is among the branches of methodology that have their origin in the various theories of learning. To make a success of various methods of learning, the teacher should observe certain principles. The teacher must understand both the theory and practice of methodology. The teacher must also use appropriate method to teach according to the nature of the topic, the subject, (like Islamic studies), the available resources in the school as well as the location and the prevailing situation in the environment. Furthermore, the teacher must consider the individual differences of the students. The teacher must use his knowledge of the child's psychology and personality development to determine the teaching method and the evaluative method to be used.

There are several methods of teaching Islamic studies and the choice of a method at times is determined by the topic to be taught. There is hardly any method that can be used in isolation; rather, in a typical lesson, a teacher may need to use two or more methods that are related as to enhance effective teaching and learning. The National Teachers Institute (NTI, 2010) revealed that teaching method commonly used in Nigerian junior secondary schools are role play, lecture and demonstration methods. Other methods include discovery and team teaching. This research, therefore, intends to expose teacher to inquiry methods that could be used to enhance effective teaching.

The major conventional teaching methods were found to be used in teaching Islamic Studies by teachers in schools. Majority of teachers engage in what could be called "Chalk and Talk" delivery as they do not give room for

students' active participation in classroom or outside classroom activities. Teachers contended that it is high time the policy provision that "teacher education shall continue to take cognizance of changes in methodology and in the curriculum". Some teachers contacted through oral interview argued that these methods did not ensure effectiveness and efficiency in teaching and learning of Islamic Studies subject (NTI, 2004).

Furthermore, inability to teach Islamic Studies concepts in relation to Junior Secondary School students experience also shows that teachers make Islamic Studies lesson abstract and isolated to the immediate needs of students. This may be the reasons for the low performance of students in the Islamic Studies subject. On the issue of pedagogy, teachers expressed the need for a shift from a pedagogy that is teacher-centered to the one that is students centered. Teachers also agreed that there was need for capacity building since as many as 84.5% of the teachers have never attended training, workshop/seminar concerning methodology of teaching Islamic Studies. 76.4% of teachers have never attended subject conferences on Islamic Studies. There was generally poor professional development of methodology of teaching Islamic Studies in Junior Secondary Schools (NTI 2010).

A teacher who intends to use the Inquiry method of teaching would do so by starting with questions about the objectives of each of the five pillars of Islam and how they can be achieved if rites are properly performed, then attainment of the objectives and the conditions attached to them. The teacher would then write on the chalk board the stages of salat (prayer). The demonstrative method is very suitable at this stage. The teacher would start with the Taharah (Purification) and demonstrate how it is performed, then goes

on to demonstrate the Wudu (ablution) and salat (prayer). The teacher can show or demonstrate a concept or topic while the students watch. After the demonstration, questions are asked by the teacher to clear some doubts.

The students are then given the opportunity to participate before the class after which areas of lapses are appointed out by their colleagues for correction. This method is seen to be very effective because learning by doing makes it easier to understand. Teachers are encouraged to use this method of teaching the aspect of Taharah (purification), Wudu'u (ablution) and salat (prayer). The method is effective in Junior Secondary School.

In addition, the reason why teaching Islamic Studies must use effective methods of teaching is to make learners develop critical thinking and cultivate the sense of gratitude to Allah (S.W.T) and submission to his guidance and moral law, both in worship and in behaviour toward other fellow-men. Islamic Studies teachers need to use effective methods by assisting the learners to work collaboratively to articulate their own ideas and to respect the opinions of others. It would also help learners to achieve the attainment of a balanced development of individual and community by giving due weight to the physical, social, intellectual, moral and spiritual need of man. Through inquiry method students would acquire skills that can be used in other aspects of their lives and intellectual pursuits of useful knowledge in accordance with the saying of the prophet Muhammad (P.B.U.H) "the search for knowledge is a duty for every Muslim, male or female" and the application of such knowledge for the benefit of humanity in the field of Science and Technology and Medicine.

Moreover, the global objectives of Islamic Education can not be over emphasised. The first conference on Islamic Education that took place at Mekkah from 31st March to 8th April, 1977, under the sponsorship of the king Abdul-Aziz University, discussed in great details basic ideas, goals or aims of Islamic Education as follows:

> *To form persons who will be good and worship God as He deserves to be worshipped; Who will use the knowledge to enjoin people (Ya'mur) on Earth and utilize it in accordance with God's law in the service of belief and accordance to its scheme.*

Thus, the system of Islamic education must realize three things:

(a) A Muslim must acquire religions knowledge so as to know his creator, obey His laws as revealed to Prophet Muhammad (S.A.W), worship Him and fulfil all the religious obligations as stipulated.

(b) He must also learn how to cultivate the earth and benefit from what God has created.

(c) He must learn to be a responsible and useful citizen capable of performing his duties in the best interest of the community he lives in (Galadanci 1993).

The word "Worship" in Islam, includes not only Ibadat or religious acts of devotion but also all activities that bring benefits to man as long as they remain within the Islamic framework. It includes utilizing the natural wealth God has put into the earth; and understanding the laws of God which govern creation, knowledge of the properties of matters and the means of utilizing matter.

Another aim of Islamic Education is "to initiate the people into worthwhile activities, but these worthwhile activities are defined by the Islamic Moral Judgments" and 'aims at producing responsible citizens, well aware of their rights and how to claim them without affecting other people's rights; citizens who are conscious of their duties and their commitments to the service of their society. It investigates all aspects of life, spiritual, materials and intellectual, with one objective, that is, to improve it. (Galadanci, 1993)

Having briefly examined the aims and concepts of Islamic Education in general, it would be worthwhile to focus on how the system was applied in Africa with special reference to Nigeria. It is assumed that the aims and concepts of Islamic Education in Africa were the same as those laid down by early Muslim scholars. However, most African countries have been disrupted by colonial activities.

The objectives for teaching Islamic Studies in Nigeria depend largely on the way of life of its individual members, their moral and mental orientation as well as their cohesion as a society. This fact has been recognized in Islamic Studies curriculum which addresses the whole way of life of individuals and society so as to achieve a balanced result. Islamic Studies can thus be defined as the totality of learning experience centered on the relationship between man and his creator and between man and his fellow men. Islamic Studies curriculum has been prepared to reflect its broad concern so as to include true and balanced value in young Nigerians at an age when their mental and moral development are at a formative stage. The inner stability obtained and the guiding principle learned will help them to stand firm in the midst of the cross

current of ideas and rapid social change which are features of age (NERDC, 2007).

Inquiry method is a departure from the traditional system of teaching Islamic Studies and is expected to be much more interesting and effective in influencing the attitude and level of understanding of students. It is in this direction that this study seeks to establish the effectiveness of inquiry method in teaching Islamic Studies Education.

Furthermore, it is obvious that no single method of learning can adequately fit all learning situations and there is no best method of teaching Islamic Studies, but a combination of other methods would definitely help in achieving the desired instructional objectives. Using various teaching methods is considered by many scholars as a best practice, and numerous studies reported positive result with regard to the use of various instructional methods to teach Islamic Studies. NTI (2009) states that, "various methodological approaches should be adopted in teaching Islamic Studies with special emphasis on inquiry and field-trip". NTI (2010) also states that, "There is no single method which can be applied in the teaching of concepts and principles of Islamic Studies. Hence, the use of multiple methods in the teaching of particular concepts and principles should be adopted.

Some methods of teaching Islamic studies include lecture, discussion, project, demonstration, story- telling, questions and answer, discovery, dramatization and inquiry methods. It is the teacher who would select a method he deems suitable to the needs of the students.

Giving the high premium placed on Islamic Studies in teacher education curriculum, the need to teach it using the most effective method

cannot be over emphasized. It is now being recognized that there are better ways to learn than through the traditional method of instruction. Primary schools and secondary schools as well as other institutions are beginning to show an increased awareness of the importance of the ways students learn. Many of the standard methods of conveying knowledge have been shown to be relatively ineffective on the students' ability to master and retrain important concepts. However, since Islamic Studies Education seeks for solutions to societal problems, then it needs to be taught with solution finding method like Inquiry, problem-solving, brainstorming and expository methods; but the present day teachers at post primary schools adopt the traditional/conventional in teaching and learning of the subject. All these methods are considered not suitable for effective teaching and learning of Islamic Studies and for this; Ebene (2006) warned that Islamic Studies Teachers should move away from traditional teaching styles to creative (experimental) teaching styles which make students move from traditional learning goals of subject assimilation to becoming critical and creative individuals.

In the light of the foregoing this research on the use of Inquiry method of teaching Islamic Studies was embarked upon to bridge the gap between classroom situation and the expectations of the world in general. Against this background, this research work attempted to investigate the effects of Inquiry method on the academic performance of Junior Secondary School Students in Islamic Studies in Kaduna State.

1.2 Statement of the Problem

It has been observed by Jimoh (1999) that Islamic Studies as a subject in secondary schools in Nigeria faces severe problems in relation to its curriculum content and deliverance by the Islamic Studies teachers. Arikewuje (1999), also observed that teaching and learning of Islamic Studies Education in secondary schools was bedeviled with multi-dimensional problems which impede successful implementation of the curriculum. Such problems include complexity of the curriculum, inadequacy of instructional facilities and methods etc. In view of these, teachers mainly teach facts to enable students pass and also cover the syllabus on time, not minding whether students understand the actual concept's involved or not.

Similarly, it has been observed by Marakinyo (2003), that the falling level of academic performance is attributed to teacher's non-usage of verbal reinforcement, and inquiry methods of teaching. Other studies have found out that, the attitude of some teachers to their job is reflected in their poor attendance to lessons, lateness to school, unsatisfactory comments about students' performance that could damage their ego, poor method of teaching and the like affect students' academic performance. However, different people at different times have passed the blame of poor academic performance in secondary schools to students because of their low retention, parent factors, associating with wrong peers, low achievement motivation and the likes (Aremu & Sokan 2003; Aremu & Oluwole 2001; Aremu 2000).

Recently, the problems of methods and academic performance in relation to classroom instruction and school work are common and can be observed among students. Based on the observation by the present researcher,

it was revealed that many of Junior Secondary School (JSS) students display frequent inattention and poor concentration during lessons. The behavior manifested by these students include, nonchalant attitude toward academic success, inability to interpret the intents of most lessons, failure to remember what was taught at the beginning of the lesson and so on. Since casual observation cannot be relied upon, proper investigation into the problems is necessary. If researchers or educationists understand the level of their students, appropriate methods and performance ways could be device to raise standard/levels as is wisely said. "A Problem known is a problem solved".

1.3 Objectives of the Study

This study aimed at determining the effects of inquiry method on the academic performance of junior secondary school students in Islamic Studies in Kaduna State.

Specifically, the objectives of this study were to:-

1- Compare the performance of students taught Islamic Studies using inquiry method and those taught using traditional methods of teaching.
2- Find out whether the use of inquiry method of teaching enhances the academic performance of male and female students in Islamic Studies in Kaduna State.
3- Determine the effect of inquiry method on the academic performance of students in pre-test and post-test for experimental group.
4- Determine the difference in the performance of students in pre-test and post-test for control group.

1.4 Research Questions

The study provided answers to the following questions:-

1- What differences are there in the academic performance of students taught Islamic Studies curriculum using Inquiry method and those taught using Traditional method of teaching?

2- How does the use of inquiry method in teaching JSS Islamic Studies enhance the academic performance of male and female students in Kaduna State?

3- What are the differences in the academic performance of students in pre-test and post-test for experimental group?

4- What differences are there in the academic performance of students in the pre-test and post-test for control group?

1.5 Research Hypotheses

In line with the above research questions the following null hypotheses were formulated for this study:-

Ho_1 There is no significant difference in the academic performance of students taught. Islamic Studies curriculum using Inquiry method and those taught using traditional methods of teaching.

Ho_2 There is no significant difference on the academic performance of male and female students exposed to Inquiry method of teaching Islamic Studies curriculum in Kaduna State.

Ho_3: There is no significant difference on the effect of Inquiry method on academic performance of students in pre-test and post-test for the experimental group of junior secondary school students in Kaduna State.

Ho_4: There is on significant difference on the academic performance of students in the pre-test and post-test for control group of junior secondary school students in Kaduna State.

1.6 Basic Assumptions

In this study the following were assumed:-

1- Students will effectively learn with any suitable and appropriate method.
2- Islamic Studies is a subject that needs reflective thinking.
3- Inquiry method of learning is more appropriate for teaching selected concept's in Islamic Studies.

1.7 Significance of the study

The outcome of this study could be of help to government in its effort of attain the objectives of Islamic Studies Education as outlined in the 9-year Basic Education Curriculum. In this regard, government policy makers could make adjustments in matters related to method so that the Inquiry method could be accommodated and in corporate as one of the method of teaching Islamic Studies. Doing so would enable the country to achieve the National Education goals as spelt out in the National Policy on Education (2009).

The findings of the study could also be useful to Islamic studies teachers in Junior Secondary Schools. Using the Inquiry method of the teaching by Islamic studies teachers could enhance better student performance in the subject.

Future researchers too could find the outcome of the study useful. When the relative advantage of the Inquiry method of teaching Islamic studies is

provided, other researchers could try to find out its efficacy in teaching other subjects at different levels.

For parents, the study would exposed them to the rudiments of inquiry method of teaching Islamic studies. This will help them to appreciate why teachers had to teaching using device methods.

For students, the study would help them to explore alternative ways true which they can learn Islamic studies.

For the general readers, the study would provide them with not just a reading piece but information piece that would enrich their lives.

Researcher would benefit from this study as it will provider them with information on the usage and challenges of inquiry teaching method. This will encourage them to what to conduct further studies in the area of inquiry learning. The information obtained herein will serve as a stepping stone that would facilitate further studies.

As it relates to experts in Islamic studies as well as other subject, areas, the study would provide them with additional information that would help them convincingly talk on and encourage the use of inquiry method of teaching and learning.

For education administrators, the study would help them towards decision making and enforcements on the use of inquiry methods amongst Islamic studies teachers. And publishers and writers. Assist in designing course book that will take care of suitable methods of teaching.

1.8 Scope of the study

The study determined the effects of inquiry method on the academic performance of junior secondary school students is Islamic Studies in Kaduna State. This research work was restricted to public junior secondary schools (III) of Zaria, Giwa and Anchau Educational Zones of Kaduna State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The use of inquiry method in the classroom is very important in providing opportunities for students to solve educational problem by themselves as in the present education pursuit learning should be student centered.

However, in this chapter the related literatures were reviewed under the following concepts; Conceptual frame work, Theoretical frame work, Branches and Nature of Inquiry Method of Teaching, Concept of Islamic Studies Curriculum, Objective and Importance of Teaching Islamic Studies in Nigerian Schools, Students Academic Performance in Islamic Studies in Nigeria, Method of teaching Islamic Studies Curriculum, Inquiry Method of Teaching Islamic Studies Curriculum, Empirical Studies and Summary.

2.2 Conceptual Framework for the Study

Inquiry has been defined in many different contexts and it is generally seen to refer to the art and science of asking questions, that are accessible, which can be answered in part or in whole, and one that leads to meaningful test and explorations (Hebrank, 2004). The method allows learners or students to find out knowledge for themselves. It involves high level of model processes such as asking insightful questions, formulating problems, formulating hypothesis and designing experiment. Inquiry method involves activities and skills which focus on the active search for knowledge or understanding to satisfy curiosity.

It also involves the use of senses to interact with phenomena that carry out experiments to confirm or reject predictions (NTI 2010).

Emanated from discovery in the sense that it involves finding some answers or reasons why a certain problem exist with a view to unavailing some hidden facts in nature. Sund and Trowbridge (1973), defined "Inquiry" as a teaching method aimed at finding out how scientist develop, understand and apply new knowledge of ideas through systematic questioning, hypothesizing and experimenting which involves discovery rather than verification of facts i.e "search rather than product". It is an organized and directed search where activities are directed by terminative solution (hypothesis) which determines facts to be selected in terms of relevance by the solution to the problems. Here, the responsibility for learning is placed clearly on the students by asking questions and examining possible solutions (Granbas and Carr, 1979).

Suchman (1962) believed that individuals have a natural motivation to inquire; the inquiry training model is built around intellectual confrontation. The students is presented with a puzzling situation and he/she inquires into it. Anything that is mysterious, unexpected or unknown is considered grist or a discrepant event. Because the ultimate goal is to have the students experience and create new knowledge, the confrontation should be based on discoverable ideas. Inquiry training according to Suchman (1962) originated in a belief in the development of an independent learner; its method requires active participation in scientific inquiry. Children are curious and eager to grow and inquiry training capitalizes on the natural energetic explorations by giving them specific directions that would make them explore new areas more forcefully. The general is goal of inquiry training to help students develop the intellectual

discipline and skills necessary to raise questions and search out answers steaming from their curiosity. The system is based on the scientific method of investigation which requires posing a problem, generating hypothesis about the problem, testing the hypothesis and applying the solution (Grambs and Carr, 1979).

Inquiry method develops all the domains of educational behavioral objectives. The essence of the model is the involvement of the students in a genuine problem of inquiry by confronting them with an area of investigation, helping them identify a conceptual or methodological problem within that area of investigation, and inviting them to design ways of overcoming that problem (Joyce and Weil, 1978).

In education, while much thought and research have been spent on the role of inquiry in Science Education, the method can be applied to many disciplines including humanities (Islamic Studies) or even arts. Inquiry-based learning is defined as a way of acquiring knowledge through the process of inquiry. In this method, the learners generate their own question or are posed with a question by the teacher, or by the computer. Regardless of the source of the question, the method requires a more active role of the learners in answering the given question or problem through discovery, investigation or experimentation.

There are several branches of inquiry-based learning method, such as structural inquiry guided inquiry, coupled inquiry, as well as open inquiry, (Herron, 1971). In structured inquiry (level, 1), the learners will conduct an investigation and try to discover, based on the question and procedure provided by the teachers. In the guided inquiry method (level 2), the learners will investigate, based on the questions posed by the teacher, and try to determine

the discovery procedure. In an open inquiry (level 3), the learners will investigate and explore, based on the questions and procedures that they have to construct. These levels of inquiry as suggested by Herron (1971), rely on the degree of commitment from the learners; the more commitment they put in their learning process the higher level of inquiry learning. Some prominent researchers of the guided inquiry learning method include Suchman and Tamir (1973), as well as Collins and Stevens (1983).

Schulman and Tamir (1973) view a guided inquiry as a learning process in which the teacher provides the basic elements during the learning process, while the learners make a generalization. The teacher acts as a facilitator who poses questions to stimulate the learners to continue their discovery process.

The term "inquiry method" refers to procedure with or without pedagogical adaptation that specialists in a field of knowledge use professionally. Islamic studies, History and Linguistics have evolved unique methods for investigating distinctive kinds of problems and objectives. The use of such investigative method is one characteristics of activity in a discipline. In advanced study or in school learning, inquiry method characteristically is not taught as an isolated aspect of content. Usually, the students of a discipline learn to use and to understand the method through such activities:

(i) Learning the presuppositions of the field

(ii) Inquiring to seek answers to questions relevant to a given area

(iii) Inquiring to help learners to understanding relevant concepts

(iv) Inquiring to help learners to solve problems according to accepted procedure.

(v) Inquiring to work within the limits and face up to the difficulties imposed by the field.

However, the terms “appropriate inquiry” and “relevance inquiry “ are synonymous with “inquiry method” just defined. There are at least three reasons for concern with inquiry method in the school learning;

(i) The study of investigation method increases interest in a subject.

(ii) Inquiry method enables the learners to acquire the best available ways of thinking about it.

(iii) Inquiry method can provide a basis for a learner to continue education after his

schools going days (NCTE, 2013)

Similarly, NTI (2007:29) defined Inquiry method as the processes involved in resolving problems. Terms such as reflective thinking, critical thinking, discovery method, analysis, problem solving are often used in methods related to method of inquiry. The key words in this process are “finding out” that is the process of finding out information which was otherwise not known to a learner. Inquiry method can thus be described as a group of methods which help students to find out information by themselves. As a teaching method it is defined through formal presentation of a new topic and it is appropriately is based where appropriate on a participative and exploratory method of teaching. Inquiry method is to ask for information about something or to investigate something. It is about asking for information or getting information. Inquiry method enables the learners to combine the search for knowledge in a systematic and logical fashion to promote independent

thinking and self reliance; and this involves probing, investigating, analyzing, discovering, questioning, validating knowledge and information (NTI, 2009:3).

2.3 Theoretical framework of the study

Several theories of learning have been proposed by psychologists and educationists. Some of the theories include Pieget's theory of Intellectual Development, Ausube's Meaningful Verbal Theory of learning and Brunner's Discovery Learning. However, this study selected Brunner's Discovery Learning Theory as a method of achieving educational objectives, which provides means by which formal classroom instructions can be evaluated. It emphasizes the identification of factors affecting learning and also the techniques of improving learning situation. One of the main functions of a school is to facilitate effective teaching process. The theory helps to understand the implication of individual differences in learning and provides learning activities that will promote the interest and motivation of the students. The knowledge of remembering and forgetting can help the teacher to assist his learners in minimizing and improving their remembering skills. Brunner's theory will help the teacher to assist his students in acquiring skills for transferring what they learnt in the class to practical life situations. For example, the Taharah (Purification) and Salat (prayer) in fiqh (jurisprudence) in Islamic studies may be applied in practical aspect.

Brunner cited in Aliyu (2013), argues that, there can be a massive transfer of concepts, principles and methods from one learning situation to another within the same discipline as well as between subjects. Brunner is an advocate of discovery method of learning. Brown (1982) said that, discovery

involves all forms of obtaining knowledge for oneself by use of one's mental processes. This method is considered same as the problems-solving method and use the discovery capabilities of students. Inquiry method on the other hand emanated from discovery method, it goes further than discovery in the sense that it involves finding some answers or reasons why a certain problem exist with a view to unavailing some hidden facts in nature.

2.3.1 Brunner's Theory of Instruction

Brunner (1996) points out that, a theory of instruction should involve four central aspects (i) predisposition towards learning, (ii) the ways in which a body of knowledge can be structured so that it can be most readily grasped by the learners, (iii) the most effective sequence in which to present materials and (iv) the nature and pacing of rewards and punishment. Good methods for instructing knowledge should result in simplifying, generating new propositions and increasing the manipulation of information.

2.3.2 Predisposition of learning

Brunner stated that, experiences should be designed in a way that will help the students to be willing and able to learn. Brunner believed that, the desire to learn and to undertake problem solving could be activated by devising problem activities in which students would explore alternative solutions. The major condition for the exploration of alternatives was 'the presence of some optimal level of uncertainty". This is related directly to the students' curiosity to resolve uncertainty and ambiguity. According to this idea, the teacher would design various activities that would arouse the students' curiosity.

2.3.3 Structure of Knowledge

Brunner expressed this component by proposing that, the curriculum specialists and teachers must specify the ways in which a body of knowledge should be structured so that it can be most readily grasped by the learner. Any idea or body of knowledge can be presented in a form that is simple enough, so that, any particular learner can understand it in a recognizable form. During the presentation of materials, the cognitive level needs to be taken into consideration.

2.3.4 Sequencing

The most effective sequences of instruction should be specified. According to Brunner, instruction should lead the learner through the content in order to increase the student's ability to "grasp, transform and transfer" what is learned. In general, sequencing should move from enactive (hand on, concrete) to iconic (casual). However, this sequence will be dependent on the student's symbolic system and learning styles.

2.3.5 Motivation (form and pacing of reinforcement)

The last aspect of Brunner's theory is that, the nature and pacing of rewards and punishment should be specified. According to Brunner movement from extrinsic rewards, such as teacher's praise, toward intrinsic rewards inherent is solving problems or understanding the concepts is desirable. To Brunner, learning depends upon knowledge of results when it can be used for correction. Feedback on the learner is critical to the development of knowledge. The teacher can provide a vital linkage to the learner in providing feedback at first, as well as helping the learner to develop the techniques for obtaining feedback on his or her own.

Furthermore, Ozturk and serap (2009), are of the view that Brunner's theory can be applied to instruction by applying these principles:

i. The instruction must be concerned with the experiences and contexts that make the students willing and able to learn (readiness); and

ii. The instruction must be structured so that, it can be easily grasped by the students, (spiral organization). Instruction should be designed to facilitate extrapolation or fill in the gaps (going beyond the information given).

2.4 Branches And Nature Of Inquiry Method

Inquiry based learning method is usually referred to and defined in the following four terms:

i. **Coupled Inquiry**:-

Coupled inquiry combines a guided inquiry investigation with an open-inquiry investigation (Dunkhase, 2000). At the beginning and on intent to combine inquiry along with the guided inquiry, the teacher chooses the first question to specifically investigate; targeting a particular standard or bench mark (Martin, 2001). After the guided inquiry, a more student centered method is taken by implementing an open inquiry investigation.

This method of guided-inquiry followed by open-inquiry results in students generating questions that are closely related to the standard or benchmark. From the first investigation specific concepts can be explored in a more didactic fashion allowing students to connect their concert experiences to abstract concepts. This is similar

to a learning-cycle method. The coupled inquiry cycle is as follows: (i) an invitation to inquiry (ii) teacher-initiated "guided inquiry" (iii) student initiated "Open inquiry" (iv) inquiry resolution and (v) assessment. This cycle can than lead back to more student initiated open-inquiry (Dunkhase 2000 and Martin 2001).

ii. **Open or Full Inquiry**

Open or full inquiry can be defined as a student centered method that begins with a student's question, followed by the students (or groups of students) designing and conducting an investigation or experiment and communicating results (National Research Council 1996: Colburn, 2000). This method most closely mirrors scientists' actual work. Open inquiry requires higher order thinking and usually has students working directly with the concept and materials, equipment and so forth. Having students to ask the questions that would guide their own investigations is the key to open inquiry.

iii. **Structured Inquiry**

Structured inquiry, sometimes referred to as directed inquiry, is a guided inquiry mainly directed by the teacher. It is typical, of the book lesson in which students follow teacher directions to come up with a specific end point or product. Sometimes this method is appropriate for use in the classrooms, however, students' engagement in the task is limited to following teacher's instructions. Simply following direction in a cookbook manner does not actively engage students' minds. Therefore, one could argue that structured inquiry

does not include much thorough inquiry. Much students' thinking takes place when the teacher allows students to make choices and decisions in classroom investigation (Clough and Clack 1994). Ways to create a more student centered method include asking students to help device the procedure necessary for an investigation.

iv. **Guided inquiry**

In guided inquiry the teacher helps students to develop inquiry investigations in the classroom. Usually, the teacher chooses the questions for investigation by students in one large group or several small groups may assist the teacher in deciding how to proceed with the investigation. The teacher would find out that, that is a time when specific skills needed for future open-inquiry investigations can be taught within context. Guided inquiry is a natural lead-in to open inquiry. Where students must learn about more complex phenomena that cannot be investigated directly in a classroom, a teacher (or students) can provide applicable scientific data from a variety of source to use in the investigation (Colburn, 2000).

2.4.1 Advantages and disadvantages of inquiry method of Teaching/learning

i. **Advantages of inquiry method**

- Inquiry makes the students to develop the spirit of personal initiative.
- Inquiry method creates room for students' full participation which increases their curiosity both inside and outside classroom.

- Inquiry method encourages patience, co-operation, unity and decisions making among students.
- Inquiry method gives students opportunity to think
- Inquiry method gives students opportunity to think carefully about ideas, problems and questions being considered valid by the class.
- Inquiry method increases, in students understanding of processes, concept and relationships.
- Inquiry method gives students the right type of attitudes, values, skills and knowledge that enable them explore their social environment.

2.4.2 Disadvantages of Inquiry Method

- Inquiry method may be too expensive when it involves field-trips to places where the facts are available.
- Inquiry method consumes time. That is, it may involve several weeks before completion.
- Inquiry method puts students on a lot of tasks. Students will be busy working towards completion of the task given to them at the neglect of their other tasks. They work hard to meet up with the stipulated time tagged for handling other papers.
- Inquiry method often leads to withdrawal from lessons or schools especially when the task is difficult to solve.

Thus, learners see knowledge in the making and are initiated into the community of scholars. At the same time, they gain a healthy respect for knowledge and will probably learn both the limitations of current knowledge and its dependability.

Furthermore, NTI (2012) submits that inquiry means to find out. The method involves probing, investigating, analyzing, discovering, questioning, validating knowledge and information in Islamic Studies. This method is an organized, well-directed search, which takes students out of the classroom so as to examine issues and problems and interpret information. The learners are charged with the responsibility for learning, therefore, the teacher should initiate the process of thinking. The methods that can be grouped under inquiry method are survey, field-trips, interview, opinion polls, use of questionnaires and rating scale. However, to inquire is to ask for information about something or to investigate something. Inquiry is about asking for information or getting information. This methods enables students to combine the search for knowledge in a systematic and logical fashion. It promotes independent thinking and self-reliance. The teacher acts as a guide, he does not provide the answer (NTI, 2009).

In addition, teaching is an art of transmitting knowledge and skills from the teacher to the learners. The teacher has to plan his lesson, select the appropriate instructional materials and choose the correct method to carry his message across. The present researcher observes that, inquiry method is sometimes called questioning method, Socratic methods or al-Ghazali methods. This is because Socratic and al-Ghazali used questions to direct the thinking of students on a topic. Both Socratic and al-Ghazali are famours philosophers who used philosophical method as a method of teaching; under this method, the teacher uses questions to guide the ideas and thinking of the students and at end arrive at a solution or answer. This method can be used by a teacher at all levels from primary school through secondary to tertiary levels. It can also be

used in combination with general methods to enable the teacher have maximum effects. As a guide to general methodology, a teacher is supposed to start from the known to the unknown, from the easy to the difficult or from simple to complex issues. This is determined through the use of questions. When the teacher is ending his lecture he uses the method to evaluate his lesson. This method could be used in teaching Salat (prayer), Fiqh (Jurisprudence), Sirah (History), Hajj (Pilgrimage), all in Islamic Studies (NTI, 2007). However in Inquiry method students can be frustrated particularly if they cannot find appropriate means to solve part of problems or if they cannot solve them at all.

- Inquiry method is not always possible to be used in all topics or situations especially in large. Size class or where a large amount of materials are required to be taught in a limited time.

2.5 Concept of Islamic Studies Curriculum

The survival and welfare of a nation depends largely on the way of life of its individual members, their moral and mental orientation as well as their cohesion as a society. This fact has been recognized in Islamic Studies curriculum and that is why it addresses society and how to achieve a balanced result (NERDC, 2007).

A curriculum is considered to be a course of study. In its traditional term, many authorities have defined it in similar but different ways. According to Yusuf (2012), curriculum can be defined 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.

Yunusa (2000) 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). In summary, curriculum can be seen as the process of building a programme 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 subject, for example Arabic language curriculum, French language curriculum, Geography curriculum and Islamic Studies curriculum.

Islamic Studies as a subject as observed by Yunusa (2008), is a course of study in schools that has curriculum that learners are engaged with, under the guidance of a teacher. The varieties of learning experiences in Islamic Studies curriculum constitute six (6) inter connected topics to be learnt by students; these include, Arabic Alphabets, Qur'an, Hadith, Fiqh, Tauhid, Sirah and Tahadhib as it is 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 learned will help them or her 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 fellowmen. Furthermore, Yunusa (2008), sees Islam as a religion that creates a kind of direct contact between man his creator to whom he owes his entire existence.

The concepts or topics of Islamic Studies curriculum have breaking according to aims, goals and objectives of Federal Government of Nigeria but Islamic Studies Education according to NPE (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 behaviour toward other fellow-men.
c. Attainment of a balanced development of the individual and community by giving due weight to the physical, social, 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 JS I 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 Qu'ran, 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 understating of 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.

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 (abluation), salat (prayer), Zakat (charity), sawn (fasting) and Hajj (pilgrimage) while legal system or matters are Nikah (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.

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 Tahadhib 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, greeting, 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.

2.6 Objectives and Importance of teaching Islamic Studies in Nigerian Schools

Education is a light that shows mankind the right direction to surge. As earlier mentioned, the purpose of education is not just making a student literate, but have rational thinking, knowledge ability and self sufficiency (Hazling and Jusutt, 2009). In laid with the emphasis led down by Islam on education, the Junior Secondary School (JSS) Islamic studies curriculum spelt out four broad objectives to be achieved at the end of its implementation. These, according to the Federal Ministry of Education (FME, 1985)are:

1. To prepare a student spiritually, socially, morally, and intellectually for his roles as a Muslim in the world which he is entering.
2. To give him an insight into the broad view of Islam in both the past and the present

3. To help him further his studies of Islam both formally and throughout his life in accordance with the saying of the prophet (P.B.U.H) who enjoined Muslims to "seek knowledge from birth to the grave".
4. To enable him practice properly all his religious duties.

However, from the above objectives, one can deduce that, teaching of Islamic Studies in schools has an impact on the lives of individuals and the society at large. It is important to note that, preparing students spiritually, inculcate in the helps students fear of God (Allah); the God of the universe. Teaching Islamic Studies helps to control immorality such as adultery and fornication, bribery and corruption, fraud and stealing alcoholism and their implications in Islam. Islamic education helps students to be morally sound in their society.

Moreover, the Tahadhib unit of Hidayah covers almost all strategic areas of moral life which an average adolescent leads. The unit includes the teaching of honesty in word and deed, dignity in labour, teaching these will have an impact on students and eventually prepare them to become morally sound.

Teaching Hadith of the prophet (P.B.U.H) as well as Tariah gives has a vital impact in attaining the second objective spelt out i.e give an insight into broad view of Islam both the past and the present. This will inculcate the spirit of hardwork, love for Islam as well as making students more devoted to the religion of Islam. When the interest of the subject is inculcated in the minds of students, it makes them develop interest to further studies in Islamic education formally and informally. This is to say that Islamic Studies can be studied in

conventional and non-conventional schools. Teaching Islamic Studies in schools helps students to practice Islam properly. If the curriculum is effectively implemented and different topics of Islamic Studies are taught properly, it will have an impact on students particularly in the areas of Iman (Faith), Salat (prayer) Sawn (Fasting) Hajj (Pilgrimage), Wudu (ablution) and other religious duties.

2.7 Students Academic Performance in Islamic Studies in Nigeria

Nigeria's educational system has evolved through a number of phases from colonial era through independence. The Junior Secondary School (JSS) programmes started in September, 1982, as an innovation in the educational system of Nigeria when the 6-3-3-4 educational structure was adopted to replace the colonial 8-5-2-3- structure. It represents the first three years of secondary education after successful six years in the primary school and it is followed by another three years of secondary education, before the four years of university education. The curriculum of the junior secondary school (JSS) is rich in traditional and pre-vocation/subjects, therefore education at the junior secondary school level presents a vision of a literate populace. It portrays an educational system in which all students demonstrate high level of performance as effective teaching and learning through Inquiry method occur in conducive school and classroom environments (Duze, 2012).

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, 2007; Oderinde 2003). Furthermore, the methodologies of teaching play a significant role in the intellectual development of students' academic performance through the use of various assessments and method of teaching style to improve students' academic performance in school subjects, i.e. Islamic Studies (ISS) to measuring students 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, inquiry method has been shown to have an important influence on students academic performance and has also played a crucial role in educational attainments, because the teachers is ultimately responsible for carryout and translating policy into action through methods and principles based on practice (inquiry) during interaction with students (Adeniyi, 2002).

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 (1970) sees 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 schools 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 presentations, 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 (1984) finds that, one way of finding what teachers' have taught over a period of time is to examine if instructional methods can be used as teacher centered or student activity centered or a mixture of the two at varying degrees.

Ahmad (2007) observed that, the influence of methods 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 inquiry methods should produce students with higher academic performance.

Although methods 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, mastery of subject matter and teacher's experience have significant roles on students academic performance.

Oredein (2000) observed that, poor academic performance of students in Nigeria has been linked to poor use of methodologies of teaching e.g. (inquiry-method) 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 methods such as filed-trips, problem-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 values of junior secondary school students.

2.8 Method of Teaching Islamic Studies Curriculum

Teaching is a process in which one interacts with another person with the intention of influencing the learning of that person. It is the inter play between the teacher and the learners. Teaching as a useful and practical art calls for intuition, creativity, improvisation and expressiveness. Though, there are many teaching methods and techniques associated with the Islamic studies, there is no single mode of teaching which fits all the learning situations. A teacher of Islamic Studies has to be abreast of the innovations in teaching methods (Ogundare, 2004) some of the methods include:

1- Inquiry Method

Inquiry method encourages development of thinking, allows students to find out information by themselves, and it generates students enthusiasms at examining issues logically. The process of inquiry method involves

identification of a problem, analysis of information in order to arrive at generalization Students can be required to find out the reasons for situation. A very desirable aspect of inquiry method is its emphasis on the use of higher level of thinking (NTI, 2010).

2- Field-trip

Field-trips involve journey with the pupils and investigation situations outside the classroom. Many of such expeditions might go further than the schools corridor, the school building or play ground. Within the school itself the teacher may find illustrative examples for his students. In the immediate vicinity of the school, there may be available for examination and observation such things as different types of water for abulution.

Experience gained from field-trips are vivid, lasting and often more meaningful to students because they are real-life situations. Obviously the success of this method depends on a great deal on the age of the students.

The preparation stage must be extremely done with the teacher knowing exactly what he hopes to achieve during the field-trip. He should at this stage, collect all the information possible about the area to visited (Martin, 2001). Adequate preparation should be made to make necessary contact with the people concerned in the area to visit for due permission. The third stage known as the recapitulation involves reporting back the expedition. Here, a great seal of consolidation is done on the information guinea during the field-trip. This may be inform of discussion, exhibition of specimens collected or sketches drawn during

the field-trip. Field –trip would be appropriate for topics like Hajj (Pilgramage) and Sirah (History) (NTI, 2007).

3. **Demonstration Method**

Demonstration method is the repetition of series of planned actions designed to illustrate certain phenomena. Demonstration can be presented by the students or teachers.

The use of demonstration is to make some information clear. Demonstration can also be used to introduce a certain topic for study by presenting some vivid illustration. It can be used either as the starting point for a unit of instruction in Islamic Studies or to provide a convincing conclusion (Augustine 2004).

A good Islamic Studies teacher can teach by means of carefully planned demonstration, a large number of students than he could have done by any other method. It is economical in terms of teaching hours and materials. Though demonstration is a useful teaching device, it should not be indiscriminately used to the exclusion of other teaching techniques (NTI, 2007).

4- **Problem Solving Method**

This method enables students to think about a problem, try to understand the problem and finally evaluate information in order to find solution to the problem that has been identified. The method demands the use of scientific approach in the teaching and learning process. The method recognizes that there is an orderly procedure in the thinking process. The method focuses on the learner's attention and activities which may involve arrangement, classification, sorting out and

interacting with facts with the ultimate goal of finding a logical answer to a specific problem.

In most cases, teachers are faced with the problem of determining the type of problem to be solved. They should be guided by the fact that, problem solving method should be child centered. The teacher in this regard, makes the problems relevant and appealing to students' experience. He should also encourage student to think for themselves and be able to arrive at a deeper understanding of the information available in the process of solving a problem (Abdu-Raheem, 2012).

Problem solving requires students to be able to state the problem that confronts them and be able to propose possible ways of solving the problem. Discussion on the possible solution follows with the aim of accepting the most reasonable solution, the answer or solution is determined through the application of the acceptable suggestion. The original problem and solution are then restated. Interesting issues and problems worthy of consideration in the use of the problem solving method include food, (lawful and unlawful), family (right of the husband and wife), finance (Zakat or sadaqah) clothing (male or female), transportation and cultural learning problems. It is pertinent to stress that a natural point of interest for the child is the method that generates questions and problems to be solved (NTI, 2007).

5 – **Dramatization Method**

Dramatization method is one of the most effective methods of stimulating the student to learn. It is a natural way where students express freely their understanding of the life around them. The method allows for

a great deal of involvement and participation by the student physically, emotionally and mentally. In a situation where a lesson or topic is dry, dramatization could effectively help to sustain the student attention and interest. Dramatization involves direct and simple techniques such as play led and roles playing which can be allocated to such techniques (Augustine, 2004).

However, the teachers could engage students who are less active in academic work. This opportunity would create a sense of belonging in them. The teacher must make adequate preparation to allow the participants to know what part to play. The drama to be staged must relay a good deal on the realistic imagination of the students to make it effective and relevant to the topic, like the history of the Prophet Muhammad (P.B.U.H); how he delivered his message to the people of Makkah (History) and topics like Hajj (pilgrimage). Unfortunately, this imagination may sometimes be too realistic to be relevant (NTI, 2010).

2.9 Inquiry Method for Teaching Islamic Studies Curriculum

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 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 informs the use of methods like lecture and recitation have been relegated to the background. Adesina (2005) also emphasized the need to use learner-centered. Some of the commonly identified methods are: discussion method, storytelling, dramatization, demonstration method and lecture method.

The National Teachers' Institute (NTI, 2007), 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 on the stage" but a "Guide on the side". His role has shifted from that of imparting knowledge to a facilitator.

Furthermore, NTI (2009) recommended the following teaching methods for improve accomplishment of Islamic Studies goals in classroom; inquiry method, guided discovery, concept mapping and simulation. Under the communication-skill-related method, the story-telling, discussion method, role play and lecture methods of teaching were encouraged. Similarly, they can be used in the area of Islamic studies.

Crookal as cited in Adesina (2005), opines that every devise available to the teacher should be use to capture the interest of the child and fire his/her imagination. This could be in form of story-telling, assignment, the use of picture, chart, maps, films, film-trips, friezes and model-making, dramatization and local visit.

While it is true that all the teaching methods have their individual limitations and advantages, the fact still remains that, evidence show that they can motivate learning (Adesinah, 2005).

2.10 Empirical Studies

In this section several studies related to the use of inquiry methods in teaching were addressed, particularly as they relate to the academic performance of students teaching under experimental control.

Ali (2014) carried out a research on the effects of inquiry-based learning method on students academic achievement in Science lesson of Tehran, Iran. The study was aimed at finding out if there was a difference between the performance of Grade 5th students taught Science lessons with inquiry based instruction and those taught without it. The study used 40 students a sample of the population. Quasi experimental design and t-test statistical method were employed to test the two hypotheses formulated for the study. The result indicated that the performance of students taught using inquiry-based learning method was better than those taught using another method.

The study is related to the present one because it aimed at finding out the performance of students and it was concerned with some objectives or variables that this study is also concerned with; such as finding the effect of inquiry-based method on students' academic achievement of learners. It however differs from this study, as the study sought the effect of inquiry-based teaching method on the academic achievement of Grade 5th science students of secondary school in Tehran, Iran, while this study is concerned with finding the

effects of inquiry methods on the academic performance of junior secondary school students in Islamic Studies in Kaduna State, This study is therefore similar with that of Ali (2014) even though they differ in location of the study.

Arikewuyo (1999) carried out a study on teaching Fiqh in senior secondary schools of Kwara State and its effect on the academic performance of male and female students. The study was aimed at assessing the effects of teaching Fiqh to male and female at senior secondary schools and also determine the level of changes in the moral attitude of male and female students. Five hundred and eight (508) students were involved in the study which found no significant difference in the performance of male and female students indicating an equal performance of both male and female students in the acquisition of Fiqh knowledge and its application.

The study was concerned with academic performance of male and female students which is relatively similar with this study because one of the hypotheses in this study was formulated to find if there is significant difference in the academic performance of male and female students. However, it differs from this study because while this study emphasized on the effect of inquiry method to teaching Islamic Studies curriculum, Arkewuyo's (1999) study emphasized on the effective use of conventional teaching of Islamic Studies curriculum, as such the two studies employed different methods.

Mao and Ghang (1999) carried out a research on the impact of inquiry teaching method on the learning outcomes and attitudes of ninth grade Earth Science students of four junior high schools located in the northern region of Taiwan. The study was aimed at finding out if there was difference between the

performance of grade ninth Earth Science students taught using the inquiry oriented instruction and those taught without it. The study used 557 students as sample from 14 Earth Science classes and four volunteering Earth-science teachers who taught the above classes at four public junior high schools located in the northern region of Taiwan. Research design used was quasi experimental and ANCOVA statistical methods were used to test the hypotheses formulated in the study. The result indicated that the performance of students taught Earth Science concept with the inquiry teaching method on Earth Science performed better than those taught without it.

The study is related to the present study because it was aimed at finding out the learning outcomes and attitudes of students of secondary school level and concerned with some objectives or variables that this study is also concerned with. The objectives such as finding support for the notion that effective instruction of Earth Science and using inquiry – oriented instruction should be proposed and implemented in secondary schools. However, the study differs from this is study dealt with the effects of inquiry method of teaching on the academic performance of JSS Islamic Studies students in Kaduna state. This study is therefore is a bit advanced than that of Mao and Chang (1999) in terms of coverage.

Iyamu and Otete (2006) as cited in Aliyu (2014) carried out a study on the assessment of inquiry teaching competence of Social Studies teachers in junior secondary schools in South Central Nigeria. The study was aimed at assessing the inquiry teaching competences, in which 100 professionally trained Social Studies teachers teaching in junior secondary schools in South Central states were used. Twenty (20) items from four-point rating scale

covering important skills and activities related to inquiry were used in a survey research design.

The study is related to this one because it aimed at assessing the inquiry teaching competencies of Social Studies teachers in junior secondary schools in South Central Nigeria, while this study is concerned with finding the effects of inquiry method on the academic performance of junior secondary school Islamic Studies students in Kaduna State. The two studies are therefore interested in the efficacy of the Inquiry method of teaching.

A study carried out by Edinyang and Ubi (2012) as cited in Aliyu (2014) investigated the relative effectiveness of inquiry and expository methods of teaching Social Studies on academic performance of secondary schools students in Akwa-Ibom State, Nigeria. It was aimed at determining the academic performance of students. The study revealed that the inquiry and expository groups of students did not perform academically better than one another at pre-test level. The result of the study also revealed that the inquiry group of students performed significantly higher than the expository group of students academically in the post test level.

The study is related to this one because it aimed at finding out the academic performance with some objectives or variable that this study is also concerned with, such as finding out when the inquiry group of students performed significantly higher than the expository group of students academically in the post- test level. It however differs from this in that it worked on the effects of inquiry methods on the academic performance of JSS Social Studies students in Akwa Ebom State while the present study worked on ISS students in Kaduna State.

2.11 Summary

The Chapter reviewed literature on the inquiry teaching method of instruction in Islamic Studies and some other subjects. The chapter began by identifying the theoretical framework and conceptual framework of inquiry method basic for the study. In doing this, the research tried to justify the educational basis and rational for the study. The emphasis of the review was on; Brunner Theory of Learning, conceptual framework of inquiry method, concept of Islamic Studies curriculum, nature of inquiry method of teaching , importance of teaching Islamic studies curriculum in schools, resources for teaching Islamic Studies curriculum, advantages and disadvantages of inquiry method , inquiry method and techniques for teaching Islamic Studies curriculum, empirical study and summary.

Moreover, the use of inquiry teaching method and other instructional strategies is fundamental in teaching Islamic Studies content of the curriculum. If these methods or strategies are fully, adequately and effectively utilized, the teacher would be provided with solid foundation that can help in shaping the curriculum delivery. A review of literature related to the study as well as review of Islamic Studies Curriculum has indicated that there is a serious educational gap in teaching/learning Islamic Studies content and use of Inquiry method of teaching was considered along side the values attached to them.

furthermore, different kinds of finding in relation to Inquiry method of teaching, were also examined and it is agreed that inquiry methods of teaching is capable of increasing students academic performance not only at junior secondary school (JSS) level, but at all levels of education. Therefore,

there is need for teacher of Islamic Studies (ISS) to be equipped with adequate teaching methods and make effective use of them, as educationists, emphasize learning by doing as well as use of varieties of methods. Problem solving techniques should be provided because if there is no instructional material to be used in teaching, there are possibilities for the teacher not to be able to achieve his specific objectives.

It is of interest to note that most of the empirical studies reviewed where conducted elsewhere other than the locality of this study. Some with subject matter. This study would focus on aspects of Islamic Studies with Kaduna State as its locality. Hence result obtained there from would contribute to the universality of the use of inquiry method.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the methodological issues in the study, which includes, research design, population of the study, sample and sampling techniques, treatment experimental group, instrumentation, validity of the instrument, pilot study, reliability of the instrument, method of data collection and method for data analysis.

3.2 Research Design

In this study, quasi-experimental design was used. The pre-test, post-test non equivalent control group type was used. This design is deemed appropriate in view of the fact that the set out to estimate the effects, if any of the inquiry method of instruction on the academic performance of JSS students in Islamic Studies.

Table 3.1: The research design is illustrated thus:-

Group	Pre-test	Treatment	Post-test
Experimental group A	O_1	X_1	O_2 Urban
Experimental group B	O_1	X_1	O_2 Rural
Control group A	O_1	X_0	O_2 Urban
Control group B	O_1	X_0	O_2 Rural

Keys:

O_1 = Pre-Test

O_2 = Post-test

X_1 = Experimental (Using Inquiry Method of Teaching to Teach (UIM)

X_0 = Control (Using Traditional Method of Teaching to Teach(UTM)

3.3 Population of the Study

The population for this study consisted of Islamic Studies Students of Public Junior Secondary Schools in Kaduna State, with a total population of 38,724. The distribution of the population and the students enrollment of JS III students in Kaduna State is presented in table 3.2 and 3.3 respectively.

Table 3.2 Population of the Study

Enrolment in Public Junior Secondary School (JS III) Level based on gender and Local Government Educational Authority (LGEA)

S/N	LOCAL GOVERNMENT AREAS	POPULATION		
		BOYS	**GRILS**	**TOTAL**
1.	Birinin Gwari	767	293	1,060
2.	Chikun	1,304	1,284	2,588
3.	Giwa	707	255	962
4.	Igbai	1,338	783	2,121
5.	Ikara	651	373	1,024
6.	Jaba	468	466	934
7.	Jema'a	693	616	1,309
8.	Kachia	502	797	1,299
9.	Kaduna North	1,161	2,406	3,567
10.	Kaduna South	1,904	1,332	3,236
11.	Kagarko	1,512	1,252	2,764
12.	Kajuru	618	452	1,070
13.	Kaura	440	421	861
14.	Kauru	1,099	670	1,769
15.	Kubau	790	449	1,239
16.	Kudan	438	160	598
17.	Lere	1,452	1,024	2,476
18.	Makarfi	680	187	867
19.	Sabon Gari	1,196	1,886	3,082
20.	Sanga	269	235	504
21.	Soba	535	119	654
22.	Zangon-Kataf	604	454	1,058
23.	Zaria	2,097	1,585	3,682
	TOTAL			**38,724**

Source: Kaduna State Ministry of Education School Census Report (2011/2012)

Table 3.3 Population Public Junior Secondary School of three Zonal Inspectorate Division; Zaria, Giwa and Anchau

S/N	Zonal Division	BOYS	GRILS	TOTAL
1.	Zaria	244	1200	3640
2.	Giwa	755	375	1234
3.	Kubau/Anchau	979	1720	2699
	TOTAL			**7,573**

Source: Ministry of Education Inspectorate Division; Zaria, Giwa and Anchau Zones of Kaduna State (2011/2012)

3.4 Sample and Sampling Techniques

Sample of the study comprised the JS III students of four (4) Junior secondary schools selected from Zaria, Giwa and Anchau Educational Zones of Kaduna State. The sample of this study consisted of 300 JSS Students who were divided into two groups (experimental and control). The selection of this sample size was based on proportional sampling as recommended by Ndagi (1984) in which he states that "with proportional sampling a researcher is able to achieve an even greater representativeness in the same". The four schools have equal size of 75 students in each class. Therefore, the study selected all the students in the classes of the four schools. The simple random techniques was employed select the four classes out of the various stream of classes. Each stream had an equal opportunity of being chosen either as the experimental or control group.

Table 3.4 Showing Sample Schools and Students

Group	Schools	Sample no of students	Gender of sample		Status
			BOYS	GIRLS	
A	GJSS Awai	75	38	37	Experimental Rural
	GSS R/Doko	75	40	35	Experimental Urban
B	GSS Shika	75	30	45	Control Rural
	GSS Ikara	75	37	38	Control Urban

3.5 Treatment of Experimental Group

Using inquiry method for the experimental groups is the treatment, certain exercises were carried out by the students in the class. From a choice of two (2) units of the curriculum students were tested. The selection of the questions was based on the cognitive and psychomotor domain of the students.

The problem-solving exercise was used as the treatment for the experimental group. The researcher and the students were actively involved in the exercise for at least eight (8) weeks. The time was assumed to be sufficient for the treatment because it was meant to find out whether using inquiry method particularly problem-solving strategy, field-trips, dramatization and construction method in teaching has an effect on the academic performance of students when compared with traditional method of teaching (teacher and chalkboard method).

The experimental groups were taught some Islamic Studies concepts using the inquiry method, while the control groups were exposed to traditional/conventional teaching method. The treatment lasted for at least eight (8) weeks using inquiry method of instruction to teach them.

3.6 Instrumentation

An Islamic Studies Performance Test (IPT) instrument that consisted of 40 items (objectives questions) was used for data collection. This included questions selected from Junior Secondary School Certificate Examination (JSSCE, NECO) and Kaduna State Education Resource Centre (ERC) on purification (Al-Taharah) and Prayer (As-Salat) curriculum contents. The test was administered to students by the researcher to assess the extent to which

students have learnt the curriculum content of Tahara (purification) and Salat (Prayer).

Furthermore, in order to measure the initial and terminal academic performance of the students in all, eight (8) of such instructional plan were developed on the above mentioned units using the inquiry method of instruction.

The procedure that was used in the collection of data for this study was based on various areas treated in the various instruction plan. The Islamic Studies Performance Test (IPT) was used for pre-test in order to determine the level of academic equivalence of subject while post-test was to measure the potential effect of the intervention by examining the difference in the pre-test and post-test results. Both instruments are attached as appendix to this work.

The following types of inquiry method of teaching were used to determine their effects on academic performance of Islamic Studies Students

i. Open or full inquiry.

ii. Coupled inquiry.

The above mentioned types of inquiry method of teaching were selected based on observation by Dunkhase (2000) who stressed that, "Coupled inquiry combines a guided inquiry investigation with an open-inquiry investigation". By beginning with an invitation to inquiry along with the guided inquiry, the teacher chooses the first question to investigate, specifically targeting a particular standard or Benchmark (Martin, 2001).

Open or full inquiry can be defined as student-centered method that begins with a student's question, followed by the students (or groups of students) designing and conducting an investigation or experiment and communicating

result, as developed by National Research Council (NRC) (1996), Colburn (2000). Below is a summary of curriculum contents and units as well as number of questions for pre-test and post-test.

Table 3.5 Showing Content and Number of Items for Pre-test and Post-test

S/N	Content	Unit/Topic	No of Items for pre-test	No of Items for Post-Test
1.	Al-taharah	- Water Suitable for al-taharah (Purification)	3	3
		- Ghusul-ritual bath	5	5
		- Wudu-Ablition	4	4
		- Tayammum (Dust/clay oblution)	4	4
		- Spiritual objective of Taharah	2	2
		- Moral Objective of Taharah	2	2
		- Social objective of taharah	2	2
2.	As-salat	- Farad Step as-salat	5	5
		- Sunnah Step as-salat	8	8
		- Mustahabat step of as-salat and taasbini in salat	5	5
	TOTAL		**40**	**40**

3.6.1 Validity of Research Instrument

The content validity of the instrument was established from JSSCE (ERC) and JSSCE (NECO) standardized promotion examination and usage of inquiry method in teaching the content of the curriculum. The test instrument was tested by the experts in the filed of Islamic Studies in both JSSCE (ERC) and JSSCE (NECO). To ensure the effectiveness of this exercise, supervisors as well as lecturers in the Department Educational Foundation and Curriculum, Ahmadu Bello University, Zaria were provided with copies of the developed instrument in order to assess and authenticate each item of the questionnaires.

ERC (2014) explained that multiple choice type of test has been the most popular in the JSSCE and was therefore given all the attention it deserved in this study. Since these items were selected from standardized JSSCE

promotional examination, they required no validation but before each test item was included in the test instrument, ERC had thoroughly edited it for its validity using face validity.

Nworgu (1991) suggested that validating instrument requires the service of a panel of experts who would ensure that the items correspond with the purpose of the study, research questions as well as hypotheses to be tested. This was determined by the experts (this researchers supervisors) on which item can actually elicit. Data collected from instrument was analyzed using face validity, this is because Anastasia, in Uzosike (2008) says face validity of an experimental design of this kind is considered adequate for its validity.

3.6.2 Pilot Study

A total number of 40 students were selected from two different schools outside the research area, (Al-huda Secondary School and Demonstration Secondary School Kongo) 20 students were selected from Alhuda to save as experience each school; served as the experimental group while another 20 students from Demonstration school served as the control groups. The pre-test was administered to the two groups on the same day. thus, attention was focused on the experimental group by giving them treatment using inquiry method of instruction and full description on how the acts of performing purification (Al-Taharah) and Prayer (As-salat) for one week having a period of 40 minutes per day.

At the end of the week, the post-test was administered to the two groups on the same day as in the case of pre-test. The responses of the two groups on the two tests were marked by the researcher using Spearman formular. The data was analysed using t-test statistics which was employed purposely because of

the fact that, it was found to be more appropriate in order in determining significant difference between two mean scores of the groups. Each hypothesis was tested at 0.05 level of significance. The value of product moment correlation was found at 0.444 which gave a reliability of 0.615.

3.6.3 Reliability of the Instrument

The reliability co-efficient was calculated by a statistician using Split half method and Spearman Brown formula. In this method, the sum of the odd and even scores was calculated using Spearman Product Moment Correlation. The value of the product moment correlation was 0.444. This gave a reliability co-efficient of 0.615. This value showed that the instrument is reliable thus, making it a standard instrument.

3.7 Procedure for Data Collection

The administration of the test instruments and data collection was carried out by the researcher. The researcher administered the pre-test to the control and experimental groups of rural area (GJSS Awai and GJSS Shika) on the same day. The researcher then administered pre-test to urban areas (GJSS R/Doko and GSS Ikara) the following day for thirty five (35) minutes each. Then after the treatment on the experimental group for eight (8) weeks, the post—test was administered to the groups on the same day, but the test came up a day after the completion of the treatment. The post-test lasted for 35minutes.

The treatment lasted for eight (8) weeks. The researcher administered the Islamic Studies Performance Test (IPT) as post-test at the end of the treatment to both the experimental and control groups. To reduce the effects of influence

and familiarity, the researcher marked and scored the post treatment test for all the groups using the marking guide prepared by the researcher.

The responses were marked by the researcher using JSSCE (NECO, ERC) formula for marking test (objective multiple choice items). Maximum mark for each item was one (1) mark.

3.8 Procedure for Data Analysis

In processing the data a statistician was employed to compute the data, using t-test statistic. To determine significant relationship between two mean scores of the groups each hypothesis and research question was tested at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION OF DATA ANALYSIS AND DISCUSSION OF DATA

4.1 Introduction

This chapter presents analysis of data collected from the investigation of this study titled "Effects of Inquiry method on the Academic Performance of Junior Secondary School (JSS) Students in Islamic Studies in Kaduna State. The chapter covers the results and discussion on the samples. Data analysis was based on the scores received from the samples in the study. The four (4) null hypotheses raised for this investigation were tested at 0.05 level of significance, tables were also used for the presentation of information derived from the analysis and were tested at 0.05 level of significance.

Descriptive Analysis of research Questions

Each research question was answered through the use of means scores and standard deviation.

4.2.1 Research Question I

What difference are there in the academic performance of students taught Islamic studies curriculum using inquiry method and those taught using traditional method of teaching?

The scores collected from the control and experimental groups in the pre-test and post-test were analysed and compared as shown in the Table 4.1 below:

Table 4.1 Values of Mean and Standard Deviation for Pre-test and Post test of Experimental and Control Groups.

GROUP	N	Pre-test($\overline{X}$)	STD	Post-test ($\overline{X}$)	STD
Experimental Group A	75	40.8	10.6	80.7	14.4
Experimental Group B	75	41.6	11.0	82.4	15.2
Control Group A	75	41.8	11.2	50.6	12.2
Control Group B	75	40.6	10.2	51.2	11.8

In Table 4.1, it could be seen that, there was no difference in the performance of students taught Islamic Studies at pre-test between experimental and control groups. A similar trend is observed when standard deviation of the two groups are compared. However, in the post-test scores the experimental groups A and group B have a higher mean of 80.7 and 82.4 respectively than the control groups A and B with mean scores of 50.6 and 51.2. The result indicates a high performance in the post-test than the pre-test. This may be attributed to the treatment given to the experimental groups whom were taught with inquiry method.

4.2.2 Research Question 2

How does the use of inquiry method in teaching Islamic Studies enhance the academic performance of male and female students in Kaduna state?

The scores of male and female students in the experimental groups were analyzed and presented in Table 4.2 below.

Table 4.2 The Value of the Mean and Standard Deviation of Pre-test and Post-test of Male and Female Students Taught Using Inquiry Method of Teaching, for Both Experimental and Control Groups.

Groups	GENDER	N	PRE-TEST $\overline{X}$	SD	N	Post-Test $\overline{X}$	SD
Experimental A	Male	40	16.2	5.2	40	28.3	9.4
Experimental B	Female	35	15.8	4.8	35	28.4	9.1
Control A	Male	40	17.4	6.2	40	28.0	9.0
Control B	Female	35	18.8	7.8	35	28.2	9.1

From Table 4.2 above, result indicates a slight difference in the mean scores of male and female students in the pre-test of experimental and control groups (male mean 16.2 and 17.4 Female mean score 15.8 and 18.8). There was also a difference in the standard deviation of the mean scores of both groups (28.3, 28.0 and 28.4, 28.2).

This shows that female students performed better than male in the pre-test. However, when treatment was given using inquiry method to teach Islamic Studies curriculum to both male and female, there was no significant difference between the performance of both gender in the post-test (pre-test mean for male 28.3 and 28.4 and post-test mean for Female 28.0 and 28.2). This result indicates that both male and female students involved in the study performed equally well.

4.2.3 Research Question 3

What are the difference on the effects of inquiry method on academic performance of students in pre-test and post-test for the experiment groups?

The scores collected from experimental groups A and B in the pre-test and post-test were analyzed as shown in Table 4.3 below.

Table 4.3 Comparison of Mean Value and Standard Deviation of Experimental Group at Pre-test and Post-test.

GROUP	TEST	N	MEAN	SD
Experimental Group A	Pre-test	75	40.8	10.6
Experimental Group B	Pre-test	75	41.6	11.6
Experimental Group A	Post-test	75	80.7	14.4
Experimental Group B	Post-test	75	82.4	15.2

In Table 4.3 the values of the mean at pre-test indicates no differences in the performance of students in experimental groups A and B, with mean scores 40.8 and 41.6 respectively. These were also no remarkable difference in the standard deviation of the mean scores.

However, in the post -test, the scores revealed that because they were exposed to inquiry method of teaching. They performed better with mean scores of 80.7 and 82.4 respectively and standard deviation of 14.4 and 15.2. This high performance of the experimental groups may be attributed to the high skill of concentration, commitment and participation in finding solution to problems while teaching.

4.2.4 Research Question 4

What difference are there in the academic performance of students in the pre-test and post-test for control groups?

Data collected from control groups A & B were analyzed and compared as indicated in Table 4.4 below.

Table 4.4 Mean Value and Standard Deviation of Control Groups at Pre-test and Post-test

GROUP	TEST	N	$\overline{X}$	SD
Control A	Pre-test	75	41.8	11.2
Control B	Pre-test	75	40.6	10.2
Control A	Post-test	75	40.6	12.2
Control B	Post-test	75	41.2	11.8

From Table 4.4 result showed the mean value of control groups A & B at pre-test to indicate no remarkable difference with mean score of 41.8 and 40.6 and standard deviation of 11.2 and 10.2 respectively. Furthermore, the post-test scores also indicate no remarkable difference between the two groups with mean scores of 40.6 and 41.2 and standard deviation of 12.2 and 11.8 respectively.

This result indicates that exposing students to inquiry method of teaching is an intervening variable since experimental groups performed better at pre-test and post-test, but the result of control groups that were not exposed to inquiry method shows no remarkable difference.

4.3 Descriptive Analysis of Hypotheses

4.3.1. Test of Hypothesis One (Ho_1)

- There is no significant difference in the academic performance of students taught Islamic Studies curriculum using inquiry method and those taught using traditional method of teaching.

- To test this hypothesis t-test statistical method was employed, the result of test is presented in Table 4.5 below

Table 4.5 T-test for Comparison of students Taught With Inquiry Method and Those Taught With Traditional Method

Groups	N	Post-test $\bar{X}$	Sd	t-Value	Df	t-critical
Experimental A	75	80.7	14.4			
Experimental B	75	82.4	15.2			
Control A	75	50.6	12.2	8.64	298	1.94
Control B	75	51.2	11.8			

In Table 4.5 the students taught with inquiry method (Experimental groups) have a higher mean scores of 80.7 and 82.4 compared to students taught with traditional methods (control groups) with means scores of 50.6 and 51.2. In other words the experimental groups performed better than the control groups. However, the calculated t-value of 8.64 is greater than t-critical value of 1.94 at 0.05 level of significance. This implies that there is a significant difference in the performance of students taught with inquiry method and those taught with traditional method. Therefore, since t-calculated 8.64 is greater than t-critical of 1.94, the null-hypothesis was therefore rejected. In other words there is a significant difference in the performance of students taught with inquiry method and those taught with out it.

4.3.2 Test of Hypothesis Two ($Ho_{2)}$

- There is no significant difference in the academic performance of male and female students exposed to Islamic Studies curriculum in Kaduna State.

The result of the post-test scores of inquiry method in teaching male and female students were analysed and presented in Table 4.6 below:-

Table 4.6: Means, SD and T-test of Male and Female Students Taught Using Inquiry Method

Variable	N	Test	Post test $\bar{X}$	Sd	t-value	Df	t-critical
Male	75	Pre-test	28.3	9.4			
Female	75	Pre-test	28.4	9.1			
Male	75	Post-test	28.0	9.0	0.76	298	2.0
Female	75	Post-test	28.2	9.1			

In the table above it could be seen that there is no significant difference in the mean scores of male and female students taught with inquiry method (male with mean 28.3 and 28.0) and (female with mean 28.4 and 28.2). The calculated t-value (0.76) is less than the t-critical (2.0). This implies that there is no significant difference in the performance of male and female students. The null hypothesis is therefore retained. That is to say that there is no significant difference in the performance of male and female students taught using inquiry method.

4.3.3 Test of Hypothesis Three (Ho_3)

- There is no significant difference in the academic performance of students in pre-test and post-test for experimental groups of Junior Secondary School (JSS) Islamic Studies students in Kaduna State.

  The result obtained in pre-test and post-test was analyzed and presented in table 4.7 below:

Table 4.7: Comparison of Values for Experimental Groups at Pre-test and Post-test

Groups	N	Test	Means $\overline{X}$	Sd	t-Value	Df	t-critical
Experimental group A	75	Pre-test	40.8	10.6			
Experimental group B	75	Pre-test	41.6	11.6	0.76	298	2.0
Experimental group A	75	Post-test	80.7	14.4			
Experimental group B	75	Post-test	82.4	15.2			

The Table 4.7 showed significant difference between the experimental groups with mean scores at pre-test reading 40.8 and 41.6 compared with the scores at post-test reading 80.7 and 82.4. This implies that the performance of the experimental group at post-test is higher than their performance of pre-test. Hence the t-value of 0.76 at 0.05 level of significance is greater than the t-critical of 2.0 at df 298. Therefore the null-hypothesis was rejected and the alternate hypothesis accepted. That is to say that there is a significant difference in the academic performance of the pre-test and post-test of the experimental groups.

4.3.4 Test of Hypothesis four (Ho_4)

- There is no significant difference in the academic performance of students in the pre-test and post-test for control group of Junior Secondary School (JSS) Islamic studies students in Kaduna State.

To test this hypothesis, t-test was also used and the result collected from the control group at pre-test and post-test were analysed and compared as presented in Table 4.8 below.

Table 4.8: Comparison of Value for Control Group at Pre-test and Post-test

Groups	N	Test	Means $\bar{X}$	Sd	t-Value	Df	t-critical
Control A	75	Pre-test	41.8	11.2			
Control B	75	Pre-test	40.6	10.2			
Control A	75	Post-test	40.6	12.2	0.74	298	1.96
Control B	75	Post-test	41.2	11.8			

From Table 4.8 it could be observed that, there is no remarkable difference in the performance of the control groups at pre-test and post-test with mean scores of 41.8 and 40.6, 40.6 at pre-test and 41.2 at post-test of the groups. The calculated t-value (0.74) is less than the t-critical 1.96. This implies that there is no significant difference among the groups since non of the groups was exposed to inquiry method of teaching; as such exposing students to inquiry method is an intervening variable since it enhanced the performance of those in the experimental groups. In this case, the null-hypothesis which states that there is no significant difference in the performance of control groups at pre-test and post-test is therefore retained.

4.4 Summary of Major Findings

The summary of major findings in this study include:-

1. The use of inquiry method enhanced high level of students performance when compared to those not exposed to it.
2. Inquiry method is not gender discriminative as it takes care of different ability groups in the class.

3. Inquiry as a method exposed to students in teaching and learning provides solid foundation in captualizing the curriculum content of Islamic studies after a treatment.

4. Inquiry method proved to be a very good method of teaching as the performance of the control groups at pre-test and post-test indicate no remarkable difference.

4.5 Discussion of Finding Based on Research Questions

Research Question (1): What difference are there in the academic performance of students taught Islamic Studies curriculum using inquiry method and those taught using traditional methods of teaching?

From the result obtained in Table 4.1 students in the experimental and control groups performed equally well at pre-test with mean scores of 40.8 and 41.6, for the experimental and 41.8, 40.6 for the control groups. However, at post-test students in the experimental groups performed better with means score of 80.7, 82.4 which was higher than those in the control groups with mean scores of 50.6, 51.2. This high performance for experimental groups could be attributed to the treatment given to the experimental groups by effectively teaching them Islamic Studies content using inquiry method of teaching. This result significantly agrees to the finding of Joyce and Well (1978) who indicated that the use of inquiry method of teaching develops all the domains of educational behavioural objectives; its essence is the involvement of the students in the genuine problems of inquiry by confronting them with an area of investigation.

Research question (2): How does the use of inquiry method in teaching Islamic studies enhance the academic performance of male and female students in Kaduna State?

The result in Table 4.2 revealed a little different performance between male and female students at pre-test with mean scores of 16.2, 17.4 for male and 15.8, 18.8 for female. However, the result of the post-test revealed no significant different in the mean scores of 28.3, 28.0 for male 28.4, 28.2 for female. The little difference at pre-test of male and female could be attributed to the nature of traditional method of teaching which is referred to as "chalk and board" a method that is gender selective. But the remarkable improvement in the mean scores at post-test of both the groups tends to show that the use of inquiry method of teaching is gender friendly and encourages positive interaction between the two sexes. The method also indicates the removal of any bias of the teacher toward male students and other classroom practices which are discriminatory in nature and serve as barrier to effective meaningful learning.

Research question (3): What are the difference in the academic performance of students in pre-test and post-test for the experimental group?

In Table 4.3 the result reveals significant difference at post-test in the experimental groups compared to that of pre-test of the same groups with means scores of 40.8, 41.6 at pre-test and 80.7, 82.4 at post-test. The remarkable performance at post-test could be attributed to the exposure of students to inquiry method of teaching Islamic Studies and also as a result of high skill of concentration, commitment and participation in finding solution to problem while teaching. This result is in line with the work of Ali (2014) and

that of Moa and Chang(1999) which indicated that the performance of students who had an application of inquiry method based learning was better than those taught without it.

Research Question (4): What difference are there in the academic performance of students in the pre-test and post-test for control group?

In Table 4.4 the result indicates no much difference in the groups with mean scores of 41.8, 40.6 at pre-test and 40.6, 41.2 at post-test. The result show that the performance of students at post-test and pre-test is not much different. Because none of the groups was exposed to inquiry method of teaching it is then concluded that as such inquiry method is an intervening variable that enhances students performance.

4.6 Discussion of Finding Based on Hypotheses

Ho_1: There is no significant difference in the academic performance of students taught using inquiry method and those taught using traditional method of teaching.

In Table 4.5 the t-test statistical analysis revealed that there was a significant difference in the performance of the experimental groups who were taught using inquiry method which engaged students in investigation and finding solutions to a learning task compared to the control groups who were taught using the traditional method of teaching were students where passive listeners and are hardly engaged in investigation activities. In other words the experimental groups performed better than the control groups. As a consequence, the finding of the study has revealed that, inquiry method of teaching has an important influence on the scores on the students' investigation

skill. This finding agrees with the work of Mao and Ghang (1999) who indicated that the performance of students taught Earth Science Concept with inquiry method was better than those taught without it.

Ho_2; There is no significant difference in the academic performance of male and female students exposed to Islamic Studies curriculum in Kaduna State.

In comparing the performance of male and female students in the experimental groups, the post-test scores revealed that, both male and female students performed equally well. This finding agrees with Arikewuyo (1999), but disagrees with Osho (1992). However, inquiry method of teaching proved to be effective by no being gender biased, it gives male and female students equal and similar treatment during learning.

Ho_3: There is no significant difference in the academic performance of students in pre-test and post-test for the experimental groups of Junior Secondary School Islamic Studies students in Kaduna State.

The analysis in Table 4.7 indicated a significant difference between the experimental groups at pre-test and post-test signifying high performance of the experimental group at post-test as a result of the treatment given to them after the pre-test. This finding agrees with Edinyang and Ubi (2012) where it was revealed that the inquiry group of student performed significantly higher than the expository groups of students academically in the post-test level.

Ho_4: There is no significant difference in the academic performance of students in the pre-test and post-test for the control

groups of Junior Secondary School Islamic Studies students in Kaduna State.

Table 4.8 revealed no remarkable difference in the control groups at pre-test and post-test. This indicates that since none of the groups was exposed to inquiry method of teaching, the finding proved that the use of inquiry method could be an intervening variable that could enhanced the academic performance of students at any test. With this finding it could be seen that, students performance can equally be enhanced by teachers through utilizing an inquiry method of teaching. This agrees with the work of Tita (1991) which state that, students perform poorly especially on task that require high level thought process but, can be enhanced with the application of a Inquiry task.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, its implication and suggestion for further studies, useful recommendation on finding are presented and conclusion was highlighted based on the major findings.

5.2 Summary of the study

This study was titled Effects of Inquiry Method on the Academic Performance of Junior Secondary School Students in Islamic Studies in Kaduna State. The study is categorized into five chapters. Chapter one deals with the study background, statement of the problems, objectives, research questions, research hypothesis, significance of the study, basic assumption and scope of the study. In chapter two, relevant literature was reviewed, these include:- theoretical framework relating to learning, conceptual framework on inquiry method of teaching in relation to the academic performance, branches and nature of inquiry method of teaching, concept of Islamic Studies in schools, objectives and importance of teaching Islamic Studies in Nigerian schools, methods of teaching Islamic Studies curriculum, students academic performance in Islamic Studies in Nigeria, inquiry method for teaching Islamic Studies curriculum, empirical studies and summary.

Chapter three presents the research methodology; and this include research design, population of the study, sample size, sampling techniques, research instrument, validity of the instrument, pilot study as well as reliability of the

instruments. The procedure for data collection and analysis were also presented.

In, chapter four, the presentation of data collected was highlighted. In this regard research questions and null-hypotheses were presented, analysed and discussed based on the data collected. The research questions were answered using t-test statistical analysis, major findings of this study revealed that students taught using inquiry method of teaching performed better than those taught using traditional methods, while there was no significant difference in the performance of male and female students., the exposure of inquiry method assisted students in the skill of investigation.

5.3 Conclusion

On the basis of the findings of this research, the following conclusions are reached:

1. Use of Inquiry method in teaching Islamic Studies concepts help students to develop skill of investigation and finding solution to problems.
2. The method is gender friendly and takes care of students in different groups i.e high achievers and under achievers, while the exposure to inquiry method enhances better students performance.
3. This method is superior to the traditional methods of teaching which is dominated by verbal instruction as student exposed to inquiry method at pre test and post test have high performance
4. It has been concluded that inquiry method is an intervening variable for students high performance, as those not exposed to it have no difference in their pre-test and post-test.

5.4 Recommendations

In view of the findings in this study, it has made it necessary to make some recommendations of certain measure which will help in the practical use of inquiry method of teaching Islamic Studies in junior secondary schools in Kaduna State these recommendation are:-

i. Kaduna State Ministry of Education should recruit more qualified professional Islamic studies teachers to meet the present demand in junior secondary schools.

ii. School supervisors and administration should ensure that Islamic studies teachers use inquiry method of teaching which is learned centered.

iii. State and Local Government should intensity effort to provide the essential instructional materials needed for investigation in the teaching process.

iv. Teachers should avoid segregation among students, as inquiry method is gender friendly, in other word both male and female students should be exposed to inquiry method of teaching.

5.5 Suggestions for the further study

A study of this type can never cover every area, hence the following recommendation for further studies are suggested:-

i. The study was carried out mostly in some rural areas and in public secondary schools, it should be extended to urban or state capital in private schools.

ii. The study may also be extended to indicate teachers attitude towards the use of different or varieties of methods in teaching Islamic Studies content.

iii. Other difficult concepts on Islamic Studies curriculum apart from the one Investigated in this study could be investigated e.g as mode of recitation, performance of Hajj e.t.c.

iv. More experimental work could should be carried out by other researchers because there is vey little literature in this area.

5.6 Contribution to knowledge

The study has clearly revealed that, learning difficulties in Islamic Studies objectives of the curriculum could be addressed by adopting a teaching methodology such as inquiry method which is learner centered. The study has provided another frontier in the discovery of knowledge concerning learners and teachers.

5.7 Limitation of the Study

The researcher used ordinary paper and pencil test only to determine the effect of inquiry method on the academic performance of junior secondary schools (JSS) students in Islamic Studies content curriculum. There was no provision for practicing what was taught. This was as a result of financial and time constraint. The random sampling of subject placing them into experimental and control groups was restricted to an intact year group of junior secondary school (JSS) in the school sampled. The research was only allowed

to use afternoon time which was an extension of the closing time by one hour (1hr) once in a week.

Furthermore, transportation and motivation of research assistants attracted a lot of expenses. The researcher was able to notice some discrepancies and omissions in the entry of students' scores by the statistician as such; there was heavy reliance on manual computation of the mean scores, standard deviation of score and t-test statistical method for data analysis.

Likewise, due to the tedious procedure involve in calculating the reliability of the test instrument, the researcher used the value of the product moment correlation of 0.444 which gives a reliability of 0.615 obtained from the statistician.

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APPENDIX A
Islamic Studies Performance Test (IPT)

Subject: Islamic Studies

Time: 35 Minutes

Instruction: This test is not an examination but a research work. You are advised to answer all questions without seeking for any assistance please. Circle the correct answer from letter A-E

Each question carries equal mark

School ……..

Name …… Sex ……. Class …….

SECTION A; Purification (Al-Taharah)

(1) At Taharah means

a. Ablution

b. Bathing

c. Dry ablution

d. Purification of body and soul

e. Water ablution

(2) The water that is free from colour, tast and smell is called ----water

a. Pure

b. Rain

c. Sea

d. Stream

e. Well

(3) Pure water can be changed by any of the following except

a. Honey

b. Milk

c. Sand

d. Scent

e. Soup

(4) Which Ghusl is performed after menstrual period?

a. Haydah

b. Istihadah

c. Janabah

d. Janazah

e. Nifas

(5) The source of pure water included the following EXCEPT.

a. Pot

b. Rain

c. Sea

d. Stream

e. Well

(6) Al-Taharah can be divided into ----- parts

a. Two

b. Three

c. Four

d. Five

e. Six

(7) One of the following is NOT a condition of performing tayammun.

a. Increase of sickness

b. Lack of water

c. Laziness

d. Shortage of time

e. Sickness

(8) Al-Tayyammu means

a. Bath

b. Prayer

c. Purification

d. Sand ablition

e. Water ablution

(9) Which of the following must a Muslim not do without Tahara?

a. Zakat, Hajj and invoking Allah's blessing on Muhammad

b. Salat, Tawaf and Tauching the Qur'an

c. Ibadat; tayammum and reading the Quran

d. Hajj, Ibadah and teaching the Hadith

e. All of the above

(10) All the following are the modes of purification except

a. Ghusl
b. Wudu'i
c. Tayammum
d. Najasah

(11) Purity is ---------- of faith

a. 1/3

b. ¼

c. 1/5

d.1/2

e, 2/4

(12) Which verses of the Qur'an enumerate the type of purification in Islam?

a. Q.5:6

b. Q.2:222

c. Q. 7:31

d. Q. 5:10

e. Q. 6:13

(13) Clean water must not be in any of the following except

a. Tasteless

b. Colourless

c. Odorless

d. Pure

e. All of the above

(14) Any act in purification should start from --------

a. Right to left

b. Down to up

c. Up to down

d. Left to right

e. Middle to up

(15) To omit saying Basmillahi at the beginning of purification ----

a. Spoil the purification

b. Does not affect the purification

c. It is good to say it when remembered

d. Male purification are stronger.

e. Female purification

(16) ------ is suitable for purification

a. Rain water

b. Gutter water

c. Kerosine

d. Gas

e. Pure water

(17) Facing al-Qibla while performing purification is ----- act of purification

a. Fard

b. Mustahabat

c. Sunnah

d. None of the above

e. All of the above

(18) Among the importance of Taharah is -----

a. People will hate your

b. One will live healthy and neat

c. One will waste plenty water

d. One will catch fever

e. One will attend his devotion late

(19) Tayammun can be performed ----

a. At any time

b. Only on clean sand

c. With water

d. Any Where

e. All of the above

(20) If water changes Colour, smell or taste it will be good for

a. Domestic use

b. Ritual bath

c. Wudu

d. All of the above

e. None of the above

SECTION B; PRAYER (AS-SALAT)

1. Reciting Suratul Fatiha in a prayer is ------
   a. Sunnah
   b. Makhruh
   c. Wajib
   d. Mandub
   e. Mustababih
2. How many raka'ah are there in the five (5) Daily Prayers?

a. 13
b. 14
c. 15
d. 16
e. 17

3. The difference between a Muslim and a Non-Muslim is -----

a. Fasting
b. Zakkah
c. Sadaqa
d. Sallat
e. Pilgrimage

4. How many raka'ah are contained in the obligatory prayers?

a. 2,3,4,4,4
b. 3,4,4,3,4
c. 2,4,4,3,4
d. 4,4,43,2
e. 4,4,3,4,2

5. How many raka'ats does Zuhur prayer contain?

a. 5
b. 4
c. 3
d. 2
e. 1

6. Al-iqama is said when ------

a. It is time for prayer
b. The Iman is in the mosques

c. Prayer is about to start
d. Prayer is about to end
e. People are still perform ablution

7. Subhi or morning prayer has ---- Raka'ats?

a. 5
b. 4
c. 3
d. 2
e. 1

8. According to the Hadith the reward of praying in a group is ----- more than one who prays alone

a. 30
b. 28
c. 27
d. 26
e. 20

9. Ruku is ------- of prayer

a. An obligatory step
b. Optional step
c. Un wanted
d. A sunnah step
e. A mandub step

10. How many obligatory prayers do we have every day?

a. 5
b. 7
c. 6
d. 5
e. 4

11. Jumma'a prayer is normally performed

a. Daily
b. Weekly
c. Monthly
d. Normally
e. Forth night

12. Prayer will be accepted without

a. Cap
b. Ablution
c. Bath
d. Basmallah
e. All of the above

13. Adthan is for the------

a. Obligatory prayer
b. Supererogatory prayer
c. Accepting Islam
d. Muslim gathering
e. Individual prayer

14. Which of the following chapters of the Holy Qur'an is recited in every prayer?

a. Tauba
b. Rahman
c. Fatihah
d. Nas'
e. Ihlas

15. In the second rakaa'ah a worshipper sits to recite----------

a. Kalimatulh Sahahad
b. Tashhud
c. Salati alal Nabiyy
d. Suratul fatiha
e. All of the above

16. Tashih during ruku is recited as follows------

a. Rabbana walakal haamdu Kathiran
b. Subhana rabbiyal azeem
c. Hamadan
d. Sallalahu Alaihim
e. Subhana rabbiyal A'alah

17. Allahu Akbar is referred to as ------

a. God is great
b. God is king

c. God is Beneficent
d. God is merciful
e. Allah

18. Standing for recitation al-fatiha and any other surah from Holy Qur'an is ------

a. Fard
b. Sunnah
c. Mandhub
d. Makruh
e. Mubah

19. Facing alqibalah is ----- act of Salat

a. Emphatic sunnah
b. Fard Kifaya
c. Fard Ainih
d. Fard
e. None of the above

20. Worshipper is at liberty to perform all salat at -----

a. Subhi time only
b. Muktar time
c. At Night time
d. Dhalur
e. At any time

APPENDIX B

ISLAMIC PERFORMANCE TEST (IPT) MAKING SCHEME

SECTION A	SECTION B
1. D	1. C
2. A	2. E
3. E	3. D
4. A	4. C
5. A	5. B
6. A	6. A
7. C	7. D
8. C	8. C
9. B	9. A
10. D	10. A
11. D	11. B
12. D	12. B
13. D	13. D
14. C	14. C
15. B	15. B
16. A	16. B
17. D	17. A
18. B	18. A
19. A	19. D
20. A	20. B

APPENDIX C

LESSON PLANS PREPARED FOR TEACHING JSS ISLAMIC STUDIES
LESSON ONE

School	
Name of teacher	
Subject	Islamic Studies
Topic	As-salat (Prayer)
Sub-Topic	Salat and its Kinds
Class	JSS II
Age	12-13 years
Duration	60 minutes
Activities	Communication and dramatization
Behavioral Objectives	By the end of then lesson, students should be able to i. Define As-salat ii. Identify kinds of salat iii. Mention the steps of salat
Previous Knowledge	Students have learnt that as-salat is one of the pillars of Islam and it is an act of ibadah (worship)
Introduction	Teacher introduces his lesson by asking the following questions:- - Mentions the pillars of Islam - how many time is it compulsory for a Muslim to pray a day?
Presentation steps:-	Teacher presents his lesson through the following
Step I	Teacher defines the term as-salat to students thus; It is an act of Ibadah referring to serving and obeying Allah, it is the best form of worship which comprises words and deed.
Step II	Teacher identifies the kind of salat performed by Muslims thus; - Fard-obligatory prayer e.g five daily prayers - Sunnah-Recommended prayers e.g Nafilats prayers - Special prayers e.g id prayers, funeral prayer Friday prayer e.t.c.
Step III	Teacher explains the steps of salat thus; - Fard-obligatory Step

	- Sunnah-Recommended - Mustahab-
Step IV	Teacher allows for discussion with students
Evaluation	Teacher asks student questions based on the topic
Summary and conclusion	Teacher discusses students observation and make Correction. While a brief summary of the topic is written on the chalk board for students to copy

APPENDIX D
LESSON PLAN PREPARED FOR TEACHING JSS ISLAMIC STUDIES
LESSON TWO

School	
Name of teacher	
Subject	Islamic Studies
Topic	As-salat
Sub-Topic	Practical performance of salat
Class	JSS
Age	13-14 Years
Duration	70 Minutes
Activities	observation/practice
Behavioral Objectives	By the end of end lesson, students should be able to:- i. Identify unit of salat ii. Discuss things that spoils salat iii. Practices the units of salat
Previous Knowledge	Students have learnt salat and its kinds
Teaching Aids	A television, video/DVD disc carrying practical aspect of performing units of salat
Introduction	Teacher introduces his lesson by asking questions based on the previous knowledge
Presentation	Teacher presents his lesson through the following steps:-
Step I	Teacher explains to students the term units of salat, thus;- there are activities or segments of a salat., Takbiratul Ihram, Recitation of fatiha and sura, ruku sujud, tashhud and taslim
Step II	Teacher explains to students things that spoils salat e.g laughing, lengthy discussion e.t.c.
Step III	Teacher practice how to perform salat through the use of the teaching aids thus; Each segment of the salat is being discuss and dramatize how it will be perform
Step IV	Teacher performs these segments or units of as-salat and discuss the observations of the students

Evaluation	Teacher asks individual to perform these segments or units of salat while teacher corrects them
Summary and conclusion	Teacher discusses and dramatizes these segments and at the same time correct students observation while a brief summary of the topic is written on the chalk board for students to copy.
Home work	Students should go and practice performance of segments of salat as they will practice it in the class next period .

APPENDIX E
LESSON PLAN PREPARED FOR TEACHING JSS ISLAMIC STUDIES
LESSON THREE

School	
Name of teacher	
Subject	Islamic Studies
Topic	Salat
Sub-Topic	Amendments of salat
Class	JSS
Age	13-14 years
Duration	70 minutes
Material/Teaching Aids	Television, Video/DVD Cassette
Activities	Viewing and discussion
Behavioral Objectives to	By the end of the lesson, students should be able i. Identify process of correcting and error in salat ii. Explain how to perform the process
Previous Knowledge	Students have learnt things that vitiate salat
Introduction	Teacher introduces his lesson through asking questions from the previous knowledge.
Presentation	Teacher presents his lesson through the following steps:-
Step I	Teacher explains to students process of amending or correcting an error in salat thus:- - Performance of sujud Qablis - Performance of sujud Ba'adi
Step II	Teacher explains to students how these process are performed - **Sujud Qabli:-** This is performance of two prostrations (sujud) before terminating a compulsory salat (Taslim) - **Sujud Ba'adi:-** This is the performance of two performance of two prostrations (sujud) after terminating a compulsory salat (Taslim)
Step III	Teacher explains to students what necessitate the performance of these prostrations; - **Sujud Qabli:-** This is performed when a woshipper forgets one of the eight sunnah acts of salat of compulsory prayer.

- **Sujud Ba'adi:-** This is the performed when a worshipper repeats:- Compulsory act of salat, an important sunnah act of prayer or two or more of the less important sunnah act of salat by mistake in a compulsory prayer.

Step IV	Teacher allows students to view his explanation from television in its practical form
Step V	Teacher corrects students observations and discussion
Evaluation	Teacher asks students questions thus:- what would you do if you omitted a. One of the eight more important act of Sunanus-salat? b. What should one do if he forgets to do sujud-Ba'adi until after leaving the place of worship?
Summary and conclusion	Teacher further emphasis on the process of correcting errors in salat to student and all them to copy the summary write form chalk board.

APPENDIX F
LESSON PLAN PREPARED FOR TEACHING JSS ISLAMIC STUDIES
LESSON FOUR

School	
Name of teacher	
Subject	Islamic Studies
Topic	Salat
Sub-Topic	Amendments of salat
Class	JSS
Age	13-14 years
Duration	70 minutes
Material/Teaching Aids	Television, Video/DVD Cassette
Activities	Viewing and discussion
Behavioral Objectives	By the end of the lesson, students should be able to i. Identify who is a late comer in salat ii. Explain how a late comer complete his missing raka'ats
Introduction	Teacher introduces his lesson through asking questions from the previous knowledge.
Presentation	Teacher presents his lesson through the following steps:-
Step I	Teacher explains to students who is a late comer in salat: A late comer is a worshipper who came an met an imam complete a raka'ah or mis a raka'ah of a compulsory prayer, such worshiper can still join the prayer but pay back the missing ra'akah or raka'ats immediately imam terminate salat.
Step II	Teacher with the aid of different example from the program on DVD/CD allow student to view and discuss how a worshipper complete the following - Missing of first raka'ah of salat - missing of first two raka'ah of zuhr Asr and Issha. - Missing of first three raka'ah of Zuhr, Asr and Issha - Missing of first two raka'ah of Magrib prayer.

Step III	Teacher discuss each area of a missing raka'ah and allows students responds as they viewed the acts from television.
Step IV	Teacher corrects students observations.
Evaluation	Teacher asks students questions thus:- - When the late comer joins the prayer what should be done before he starts following the imam? - Describe or demonstrate how to complete the prayer if you have:- a. Missed the first Raka'ah of any prayers b. Missed the first two Raka'ah of 3 raka'ah prayer.
Summary and conclusion	Teacher allows students to copy the note from the chalk board.

APPENDIX G

INQUIRY LESSON PLAN PREPARED FOR TEACHING JSS ISLAMIC STUDIES
LESSON FIVE

School	
Name of teacher	
Subject	Islamic Studies
Topic	AL- Taharah (Purification) I
Sub-Topic	Water Suitable for Taharaj
Class	JSS
Age	13-14years
Duration	60 minutes
Activities	Observation and Communication
Behavioral Objectives	By the end of then lesson, students should be able to i. Define Al-Taharah (Purification) ii. Discuss water suitable for purification iii. Identify the unit of Al-Taharad
Previous Knowledge	Students have been taught the concept of Wudu (Abultion)
Introduction	Teacher introduces his lesson by asking the following questions based on previous knowledge.
Presentation	Teacher presents his lesson through the following steps:-
Step I	Teacher defines to students the term Al-Taharah (Purification) It is an act of Taharah perform before observing a Wudu (ablution). Taharah means purification . it is a means of attaining cleanliness. It is to remove the physical and spiritual dirty from the place, body and the dress of a worshipper.
Step II	Students discuss on the suitable water for performing Al-Taharah (Purification). • Rain water • Tap Water • Well Water • Stream Water

Step III	Students identifies the unit of Al-Taharah (purification) thus:- - Ghuslu - Ritual bath - Wudu - Ablution - Tayammum - (Dust/day ablution) Sources: The Qur'an chapter 5 verse 6 prescribe the mode.
Step IV	Students make observation and discuss to find Solution to the problem at the same time. Correct their observation
Evaluation	Students answer questions on the following terms: • Taharah • Ghuslu (Ritual bath) • Tayammum (dust/clay ablution) Summary and conclusion Teacher allows students to copy from chalk board and he further recapitulate on the topic.

APPENDIX H

INQUIRY LESSON PLAN PREPARED FOR TEACHING JSS ISLAMIC STUDIES
LESSON SIX

School	
Name of teacher	
Subject	Islamic Studies
Topic	AL- Taharah (Purification) I
Sub-Topic	Things that vitiate Tahara and practical aspects of Taharah (Purification)
Class	JSS
Age	13-14years
Duration	60 minutes
Material/Teaching Aid	Television, video/DVD cassette, water and Kettle
Activities	Observation, watching and discussion
Behavioral Objectives	By the end of the lesson, students should be able to i. Identify things that spoils Al-Taharah (Purification) ii. Discuss steps OF Taharah (Purification) iii. Perform Taharah (Purification)
Previous Knowledge	Students have been taught definition, water suitable for purification and units of Al-Taharah (Purification)
Introduction	Teacher introduces his lesson through asking questions based on previous knowledge.
Presentation	Teacher presents his lesson through the following steps:-
Step I	Teacher explains to students things that spoils purification thus:- • Urine, Menstruation confinement • Shirt, Sexual Inter course
Step II	Students discusses the steps of purification and their segment namely:- • Fard –Compulsory • Sunnah –Recommended • Mustahabat –Observable
Step III	Teacher with aids of picture of display how to performed

Step IV	Teacher corrects students observation and discussion how to find solution to the problems
Evaluation	Students one by one explain purification and what spoil it.
Summary and conclusion	Teacher corrects their observation and discussion and note from chalk-board

APPENDIX I

INQUIRY LESSON PLAN PREPARED FOR TEACHING JSS ISLAMIC STUDIES
LESSON SEVEN

School	
Name of teacher	
Subject	Islamic Studies
Topic	AL- Taharah (Purification) I
Sub-Topic	Spiritual objectives of Taharah
Class	JSS
Age	13-14years
Duration	60 minutes
Activities	Observation
Behavioral Objectives	By the end of the lesson, students should be able to i. List the spiritual objectives of Taharah (Purification) ii. Explain the spiritual objectives of Taharah
Previous Knowledge	Students have been taught the concept of Taharah (Purification)
Introduction	Teacher introduces the lesson by asking questions on previous knowledge thus:- i. What is Taharah? ii. Mention any two things that make us to perform Taharah
Presentation	Teacher presents the lesson through the following steps:-
Step I	Teacher defines to students the term spiritual objectives of Taharah (purification) Purification is a submission to the commandment of Allah (S.W.T) who ordered that the Taharah be performed • Faith in Allah (S.W.T) which led to the submission • Taharah also help to seeking the love of Allah (S.W.T.) • Taharah also help the worshipper to have physical cleanliness/purification.
Step II	Students discusses the spiritual objectives of Taharah and give more examples

Step III	Teacher Identifies the units of spiritual objective of Taharah (Purification) • Social objectives • Moral Objectives • Lesson from Taharah
Step IV	students make observation, discussion and at the same time correct their observation, how to find out solution to the problems.
Evaluation	Teacher asks student questions to answers and then students asking their questions to the teacher to answer.
Summary and conclusion	Teacher concludes the lesson by summarizing the whole lesson and then allow students to copy note from chalk-board as he further recapitulate on the topic.

APPENDIX J

INQUIRY LESSON PLAN PREPARED FOR TEACHING JSS SLAMIC STUDIES
LESSON EIGHT

School	
Name of teacher	
Subject	Islamic Studies
Topic	AL- Taharah (Purification) I
Sub-Topic	Lessons from Taharah (purification)
Class	JSS
Age	13-14years
Duration	40 minutes
Activities	Communication and Observation
Behavioral Objectives	By the end of the lesson, students should be able to i. Mention the lesson drive from Taharah (Purification) ii. The application of the spiritual, social and moral objectives to daily life.
Previous Knowledge	Students have been taught things that spoil Taharah (Purification) and units of Taharah
Introduction	Teacher introduces the lesson through asking questions based on previous knowledge.
Presentation	Teacher presents the lesson through the following steps:-
Step I	Teacher explains to students some lesson from Taharah (Purification) • Purification of the body should constantly remind one of the need to purify the soul. • Al-Taharah is an act of worship are acceptable only when the worshipper is in a state of purification. • Purification or cleanliness is enjoined by Allah (S.W.T.) and so Muslims must maintain good hygiene and cleanliness. • Al-Taharah is advisable to, as much as possible, maintain purification by constantly observing- Taharah
Step II	Students discusses with Teacher steps by steps to our daily life.

Step III	With the aids of examples and illustration students discusses how to apply it.
Step IV	Teacher corrects students observations and discussion how to inquire, how to solve their problems.
Evaluation	Teacher asks student questions to answers and then students ask their questions to answer by the teacher
Summary and conclusion	As teacher corrects their observation and discussion he ask the students to copy summary note from chalk board.

Faculty of Education,
Department of Educational Foundations and Curriculum
Ahmadu Bello University, Zaria.

Date:_ _ _ _ _ _ _ _ _ _ _ _ _ _ _

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Sir/Ma

VALIDATION OF PERFORMANCE TEST RESEARCH INSTRUMENT

I write to solicit for your assistance in validating the above mentioned test instrument on the research topic "Effects of Inquiry Method on the Academic Performance of Junior Secondary School Students in Islamic studies in Kaduna State".

Please kindly assist as this will facilitate my research work.

Thank you for your cooperation.

Yours faithfully,

IBRAHIM JA'AFARU
M.ED/EDU/5890/2011-2012



MAP SHOWING STUDY AREA