EFFECT OF AUDIO AND TEXTUAL INSTRUCTION IN QUR'AN ON THE PERFORMANCE OF SENIOR SECONDARY SCHOOLS ISLAMIC STUDIES STUDENTS IN KADUNA STATE, NIGERIA

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIRMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY DEGREE IN CURRICULUM AND INSTRUCTION

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ABSTRACT

The study examined the Effect of Audio and Textual Instruction in Qur'an on the Performance of Senior Secondary Schools Islamic Students in Kaduna State Nigeria. The study was conducted with five objectives among which are to: determine the differences in the pre-test mean performance scores of students taught using MP3, textual and conventional groups and determine the pre-test and the post-test of the performance of the students taught using Audio (MP 3), in Senior Secondary Schools Kaduna State, Nigeria. Five research questions and hypotheses were formulated to guide the study. The study adopted quasi-experimental design, using thirty-one thousand six hundred and fifty-five (31,655) students as population, while two hundred and forty-six (246) were used as sample size. The sample size was purposively selected from three intact classes drawn within the population of the study. The researcher used teacher made test as the instrument for the conducting of the research, namely: Islamic Studies Students' Performance Test (ISSPT) using multiple choice objective tests with ten items each topic, making the total of twenty (40) items, it was based on the syllabus of NECO and WAEC of Senior Secondary Schools Certificate Examination (SSSCE). Mean and standard were used to analyze research questions and ANOVA was used to test hypotheses. Finding from the study revealed that, there is no difference in the pre-test mean performance scores of the three groups of students involved in the study which means that the three groups are of the same initial ability before the treatment.Students taught Qur'an using Audio (MP3) instruction performed better when the post-test performance was compared with pre-test and the difference is statistically significant.The performance of students that were taught Qur'an using textual instruction was significantly better in post-test than in re-test and the difference in the performance is statistically significant.There is difference in the post test mean scores of students exposed to textual Nuraniyya instruction and those taught with conventional method and the difference is statistically significance.The post-test scores of textual is higher than MP3 and conventional method and MP3 is higher than conventional which means that textual instruction is more effective followed by MP3 instructions in teaching students Qur'an. It was concluded that textual instruction is very effective in teaching Qur'anic recitation. This implied that better understanding and memorization of Qur'an will be made easy with the use of textual instruction in teaching and teaching learning. It was also concluded that MP3 is next to textual instruction in teaching Qur'anic recitation. This implied that MP3 could be used where textual instruction is not available in teaching and teaching learning of Qur'an because it was found that students taught Qur'an using Audio (MP3) performed high than the students taught with conventional method. It was recommended among others that students of research and researchers should always conduct pre-tests to establish the initial equivalent ability of the students before the treatment in senior secondary schools Kaduna State, Nigeria:teachers, curriculum planners, school administrators, quality assurance officials among other participants in curriculum implementation should advocate for using audio MP3 since it has moderate effect in teaching Qur'an in senior secondary schools Kaduna State, Nigeria.