EVALUATION ON EFFECT OF DIFFERENTIATED INSTRUCTION ON THE ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN ISLAMIC STUDIES, KADUNA STATE, NIGERIA

BY

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FACULTY OF EDUCATION,
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ZARIA

APRIL, 2021

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

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,

FACULTY OF EDUCATION,

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ZARIA, NIGERIA

APRIL, 2021

DECLARATION

I declare that this dissertation "EVALUATION ON THE EFFECT OF DIFFERENTIATED INSTRUCTION ON THE ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN ISLAMIC STUDIES, KADUNA STATE, NIGERIA" has been carried out by me in the department of educational foundation and curriculum, Ahmadu Bello University, Zaria. The information derived from the literature has been dully acknowledged in the text and the list of references provided. No part of this dissertation was previously presented for another degree in this or any other institution.

_____ _____

Muhammed SHEHU Date

CERTIFICATION

The dissertation entitled evaluation on the effect of differentiated instruction on the academic performance of Senior Secondary School students in Islamic Studies in Kaduna state, Nigeria by Muhammed SHEHU meets the regulations governing the award of the Master degree in Curriculum and Instructions of the Ahmadu Bello University, Zaria and approved for its contributions to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to my parents: late Alhaji Shehu Tanimu Jisambo and Malama Aina'u Abdullahi Shehu for their morally upbringing and financially support of education endeavours.

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All praises be to Allah, the Sustainer and the Master Planner of the world who granted me time, health and courage to complete successfully this programme. My uninterrupted appreciation goes to the supervisory committee of this work in persons of Prof. Ayuba. Guga (Acting Head of Section) and Dr. Sulaiman Ismaila(DepartmentalPostgraduate Coordinator)who spent their endless time reading, correcting, briefing and guiding me to make sure that the work was not attempted wrongly.

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ABSTRACT

The study evaluated the effect of differentiated instruction on the academic performance of senior secondary school students in Islamic studies in Kaduna state, Nigeria. The objectives of the study were to: determine the pre-test and post-test performance of students taught Islamic studies using differentiated instruction and compare the performance of Senior Secondary School students taught Islamic studies using differentiated instruction and those taught using lecture method in Kaduna state. The study was guided by theory of the Zone of Proximal Development (ZPD) by Lev Vygotsky among others. Quasi experimental design was employed. The sample size was one hundred and forty-six(146) respondents selected from four (4) intact classes of senior secondary II students offering Islamic studies from four (4) senior secondary schools of Zaria education zone, Kaduna state. The researcher used purposive sampling technique. After which, the four (4) schools were selected. The schools were categorized into boys, girls and co-educational schools. The researcher took one boys', one girls' and two co-educational schools of which two were from urban and rural areas each, within the zone. The study adopted performance test as the sole instrument for the purpose of data collection. The instrument consisted twenty items multiple-choice objective test titled "Islamic Studies Differentiated Instruction Performance Test (ISDIPT) and the reliability index was 0.62. The data collected and analyzed using appropriate statistical tools as contained in the statistical package for social sciences (SPSS):mean and standard deviation were used to respond to the four research questions and paired sample t-test to test the first null hypotheses while independent sample t-test to the other three null hypothesis. The findings showed that the post-test scores of students taught Islamic studies using differentiated instruction is significantly better than pre-test scores; it revealed that students taught Islamic studies using differentiated instruction performed significantly better than those taught with lecture method; it also revealed that students in urban areas taught Islamic studies using differentiated instruction performed slightly better than students in rural areas; and also it finally revealed that students taught Islamic studies using students preferred learning mode performed significantly better than those taught with lecture method in Senior Secondary Schools in Kaduna state. Recommendations were offered in line with the findings.

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LIST OF ABBREVIATIONS

C:	Control Group
CLIPS:	Critical Learning Instructional Path Supports
DI:	Differentiated Instruction
E:	Experimental Group
ENGING:	Educating Nigerian Girls in New Enterprising
FRN:	Federal Republic of Nigeria
GCE:	General Certificate in Examination
GGSS:	Government Girls' Senior Secondary School
GPA:	Grade Point Aggregate
GSS:	Government Secondary School
GSSS:	Government Science Secondary School
IDEA:	Individual with Disabilities Education Act
IQ:	Intelligent Quotient
ISDIPT:	Islamic Studies Differentiated Instruction Performance Test
JAMB:	Joint Admission and Matriculation Board
MAT:	Mathematics Achievement Test
MDGs:	Millennium Development Goals
N:	No Pre-test or Post-test
NABTEB:	National Business and Technical Examination Board
NBAIS:	National Board for Arabic and Islamic Studies
NECO:	National Examination Council

NERDC:	Nigerian Educational Research Development Council
O:	Pre-test and Post-test
PBUH:	Peace Be Upon Him
PPMCC:	Pearson Product Moment Correlation Coefficient
SAW:	Sallallahu Alaihi Wasallam
SDGs:	Sustainable Development Goals
SPPC:	Self Perception Profile for Children
SPSS:	Statistical Package for Social Science
UNESCO:	United Nations for Education, Science and Culture Organization
UTME:	Unified Tertiary Matriculation Examination
WAEC:	West African Examination Council
WNCP:	Western Northern Canadian Protocol for Collaboration in Education
X:	Treatment with Differentiated Instruction
Y:	Treatment with Conventional Method
ZPD:	Zone of Proximal Development

OPERATIONAL DEFINITION OF TERMS

Differentiated instruction: is a strategy of teaching that carries all students along regardless of individual differences in ability

Islamic Studies: is a subject teaching in schools dealing with the totality of learning experiences which is centred on the relationship between man and his Creator and fellow men

Evaluation: is the process of measuring the level of achievement or otherwise of using an instrument in a given situation

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Education is the process in which teacher and students interact to facilitate learning or acquire knowledge, skills, values, beliefs and habits usually in formal class setting. Every country in the world has its own system of education designed based on its needs and aspirations with intention of developing economically, socially, politically and technologically; it attempts to mould, shape and train its citizens to meet their local needs and face global challenges. Nigerian system of education is not left out of these features in which Kaduna state is part of.

Curriculum is a coherent unit of planed activities that are designed for learners to undertake during their entire learning career under the guidance and coaching of an institution. It indicates what objectives must be achieved by the students and what task must be fulfilled in order to achieve them. Harden (2001) in Dada (2015) has elaborated on the concept of curriculum saying, "a curriculum is a sophisticated blend of educational strategies course content, learning outcomes, educational experiences, the assessment, the educational environment and the individual students' learning style, personal timetable and the program of work".

The nature of the curriculum can be teacher-centred which assumes knowledge becomes a commodity to be transmitted from teacher to learners who (learners) presume to be receptive vessels through methods that imposed curricular order and characterized by pedagogical methods which presume teacher as authority; also it can be learner-centred in which teachers‟ major task include discovery of learners needs. It requires very extensive and strict planning in advance because learners‟ needs, interest and mode of learning determine how learning takes place. Keeping rigidly to timetable is not possible with this approach and it calls for cooperative planning by teacher and students as well as differentiated learning instruction.

There is a general consensus globally that inculcation of moral and ethical values to youth were used as a baseline for peace and stability in the 21st century. This shows that economic prosperity of a nation depends largely on the moral consciousness of the youth which cannot be

possibly attained without sound and effective curriculum implementation through selecting and utilizing appropriate teaching method. Islamic studies is a subject of prime importance in inculcation of moral and ethical values to the students of Nigerian schools. The subject involved the study of human life and moral education. Particularly, it emphasizes the relationship of man and his various components of life such as his environment, social interaction, political setting, economic transaction and moral obligations. It places more emphasis on hereafter than material world. Technically, Islamic studies can be defined as the totality of learning experiences which centres on the relationship between man and his Creator and his fellow men (FRN, 2014).

More fundamentally, the inclusion of Islamic studies in Nigerian curriculum as a subject offered in Senior Secondary Schools is an indication of relevance of the subject in Nigerian education system. Besides, government and general public emphasize on moral and discipline during recruitment exercises into public service; also private and non-governmental organizations are justifications of the relevance of Islamic studies for individual and national development. Government, public and other stake holders in education and established examination bodies such as West African Examination Council (WAEC), National Examination Council (NECO), National Business and Technical Examination Board (NABTEB), National Board for Arabic and Islamic studies (NBAIS) to mention but few, have been showing great concern over the performance of students in Islamic Studies in particular at secondary schools. Lawal (2011) in Gyallesu (2016) maintained that students' poor performance in Islamic studies has also warranted discussions among scholars especially on possible precipitation factors. Less than two decades ago, most of Hausa-Muslims secondary school students not only from Kaduna state but also northern part of the country, got only credit pass in Hausa and Islamic studies calling in Hausa "Gida da masallaci". But nowadays, despite the religious knowledge background, the students score poorly in Islamic studies during their summative assessment.

Factors like unqualified teaching staff, lack of teaching and learning facilities, students‟ population, poor teachers‟ motivation, inadequate inspection/supervision lead to poor

performance. Another influencing factor affecting teaching and learning process in Senior Secondary Schools is inability of teachers to select and utilize appropriate instructional method that suite the learners‟ needs and preference. The most common method of teaching employed at Senior Secondary Schools to teach Islamic studies is lecture method which undoubtedly hinders performance in the subject as the teacher dominates the class while the students remain passive listeners. The success or otherwise of teaching and learning process solemnly depend on the appropriateness of the instructional method selected and utilized by the teachers. Weselby (2014) opined that "just as everyone has a unique finger print, each student has an individual style of learning. Not all students in a classroom learn a subject in the same way or share the same level of ability. Differentiated instruction is a method designing and delivering instruction to best reach each student".

To help each individual students reach his fullest potential, teachers must try differentiated instruction strategies. This includes techniques that will accommodate each student learning style, readiness and interest. Differentiated instruction strategy uses a variety of educational methods to teach students the same information. These techniques may also require teachers to teach content at varying levels based on students‟ readiness. The goal of differentiated instruction strategy is to ensure that all students are engaged in the learning process by providing tasks that match each individual needs.

Differentiated instruction strategy is one of most current, relevant and effective strategy of teaching/learning Islamic studies as a subject or course because it carries everybody along irrespective of individual differences, at the same time without distorting the original objectives of the lesson as it is in the curriculum. The study will therefore make an attempt to investigate the effect of differentiated instruction strategy on the academic performance of senior secondary school students in Islamic studies in Kaduna state, Nigeria.

1.2Statement of the Problem

The researcher was motivated to carry out this study as a result of outcry of parents, examination bodies and employers of labour on the poor performance senior secondary school students in Islamic studies especially at summation level. Despite the religious knowledge background the students have at home.

Islamic studies as a subject of prime importance in inculcation of moral and ethical values among senior secondary school students in Nigeria, is encountering problems especially at the implementation stage, ranging from dearth of basic instructional materials and infrastructures, unqualified and uncommitted teachers to inability of teachers to select and utilize appropriate teaching and learning strategy based on the nature of contents and situation which eventually give room for massive failure or poor performance.

West African Examination Council (WAEC, 2013) reports that government and private school owners were unable to provide infrastructures and conducive learning atmosphere in their schools as well as employing not only unqualified. Dearth of non-committed teachers who will teach the subjects (Islamic studies included) effectively and guide the students to become exemplary in their studies also are contributing factor for students‟ poor performance.

Lassa (2008) in Gyallesu (2016) opined that poor implementation of curriculum contents can result in multiple problems. One of the problems is students‟ poor performance in examinations, especially standardized ones. This is because all the questions are based on the curriculum contents. But in a situation whereby the students were not properly exposed to the contents and prepared, they will find it difficult or impossible to attempt such questions. Most of Islamic studies teachers utilize conventional teaching methods which do not carry all students along and consequently lead to decline in students‟ performance. Kadiri in Gyallesu(2016) was of the view that negative attitude of the students towards Islamic religious studies is partly the result of poor teaching method and teachers do not support effective handling of the subject to boost the academic performance of their students.

Lecture method of teaching a one way channel communication is the oldest teaching method applied in educational institutions. Characterized by less students' involvement during the lesson, and they are expected to combine the information and organize it later. The students do not actively participate in the lesson, consequently may easily forget what they learnt because it is not activity oriented. It is difficult for the students to pick up new concepts using lecture method, which calls for using alternative method to create activity oriented classroom setting.

The research advocated for differentiated instruction to ensure that what a student lee arns,demonstrates are commensurate to his/her readiness level, interest and preferred mode of learning, (Tomlinson as cited in Levy 2008). In differentiated instruction, teachers respond to students‟ readiness, instructional needs, interest and learning preference and also provide opportunities for students to work in varied instructional format. A classroom that utilizes differentiated instruction is a learner responsive and teacher-facilitated classroom where all students have the opportunity to meet curriculum objectives. As a result of these problems, the researcher decided to carry out a study on the evaluation on the effect of differentiated instruction of the academic performance of senior secondary school students in Islamic studies in Kaduna state, Nigeria.

1.3**Objectives of the Study**

In line with the stated problems, the researcher set the following objectives, to:

1. determine the pre-test and post-test performance of students taught Islamic studies using differentiated instruction in Senior Secondary Schools in Kaduna state, Nigeria;
2. compare the performance of Senior Secondary School students taught Islamic Studies using differentiated instruction and those taught using lecture method in Kaduna State, Nigeria;
3. determine the performance of Senior Secondary School students taught Islamic Studies using differentiated instruction in urban and rural areas in Kaduna State, Nigeria; and

4. compare the performance of Senior Secondary School students taught Islamic studies using students' preferred learning mode and those taught using lecture method in Kaduna state, Nigeria.

1.4Research Questions

The research is aimed at answering the following questions in line with above objectives

1. what is the difference exists between the pre-test and post-test performance of students taught Islamic studies using differentiated instruction in Senior Secondary Schools in Kaduna state, Nigeria?
2. What is the difference between the academic performance of Senior Secondary School students taught Islamic Studies using differentiated instruction and those taught using lecture method in Kaduna state, Nigeria?
3. What is the difference exist between the academic performance of urban and rural Senior Secondary School students taught Islamic studies using differentiated instruction in Kaduna state, Nigeria ?and
4. What is the difference between the academic performance of Senior Secondary School students taught Islamic Studies using students' preferred learning mode and those taught using lecture method in Kaduna state, Nigeria?

1.5 Hypotheses

The following null hypotheses were formulated to guide the study

Ho1. There is no significant difference between the pre-test performance of students taught Islamic studies using differentiated instruction and post-test performance in Senior Secondary Schools in Kaduna state, Nigeria;

Ho2. There is no significant difference between the academic performance of Senior Secondary School students taught Islamic studies using differentiated instruction and lecture method in Kaduna state, Nigeria;

Ho3. There is no significant difference between the academic performance of Senior Secondary School students taught Islamic studies using differentiated instruction in urban and rural areas in Kaduna state, Nigeria; and

Ho4. There is no significant difference between the academic performance of Senior Secondary School students taught Islamic studies using students' preferred learning mode and lecture method in Kaduna state, Nigeria.

1.6 Significance of the Study

This research examines the effects of differentiated instruction on the performance of senior secondary school students in Islamic Studies in Kaduna state, Nigeria. The findings of this study will be of great importance to curriculum developers, education policy makers, teachers, students, Ministry of Education, educational administrators, supervisor/inspectors; non-governmental organizations and development partners; researchers, parents and community.

The findings of this research will surely contribute immensely to curriculum developers in producing curriculum that is more of learner-centred which captures the needs, interest and preference of learners and suggest the use of current instructional methods by curriculum implementers in order to improve students' performance at all level hence improving educational quality generally. Education policy makers will also benefit from the findings of this study by making a policy stressing that only teachers with certain qualifications, experience and ability to select and utilize current instructional methods should be allowed to teach at post-basic education level.

The outcome of this study will help the teachers especially Islamic studies ones in discharging their primary assignment diligently and perfectly by carrying all students along irrespective of individual differences. On the other hand, the students will also benefit from its findings for they will become conversant with the idea that their individual differences in ability will not hinder their performance because everybody is considered as part and parcel of the class activities.

The outcome of this study will create an avenue for school administrators, supervisors and inspectors to help their subordinates (teachers) carry out their duty as required and make sure no

student's needs, interest and preference is neglected while inspecting or supervising teachers' work in the class.

The findings as well, will extend its helping hand to non-governmental organizations and development partners in education like Sustainable Development Goals (SDGs), United Nations for education, Science and Culture Organization (UNESCO), Educating Nigerian girl in New Enterprising (ENGINE), British Council mentioned but few to organize workshops, seminars and conferences for teachers and other stake holders in education exploring them to more effective and current teaching methods in which differentiated instruction is among in order to boost the performance of students not only in Islamic studies but across all subjects in senior secondary schools.

Researchers will as well find the findings of this study of great significant to serve as a guide and encouraging determinant in conducting similar researches. Besides, parents/guardians and community will benefit from its findings as they are always after the progress of their children/wards academically. It will encourage them to provide all necessary learning materials for their children and teaching facilities for the school which will eventually improve students' performance in Islamic studies and the other subjects as well as wiping out youth from streets.

1.7 Scope of the Study

This study is limited to public Senior Secondary Schools in Kaduna state and it focused on the effect of differentiated instruction on the performance of Senior Secondary School students in Islamic studies. The scope was cumulatively built upon the fact that the study sought to justify the academic performance of Senior Secondary School students in Islamic studies using differentiated instruction provided an avenue for carrying everybody along irrespective of individual differences in ability, interest, needs and preferred mode of learning, in the state.

The researcher selected four Senior Secondary Schools from Zaria educational zone which comprised three local government areas (Sabon-gari, Soba and Zaria) out of twenty-three local government areas of the state.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents detail explanations on the concepts of differentiated instruction, academic performance, Islamicstudies and learners' preferred learning modes. It discusses the theories of Zone of Proximal Development and theories of Learning Styles elucidating their suitability to the study. It also reviewed fifteen empirical studies done by other researchers in order to identify the existing gap.

2.2 Conceptual Framework

For the purpose of this research the following concepts have been explain:differentiated instruction, academic performance, curriculum, Islamic studies, methods of teaching Islamic studies and learning styles,

2.2.1 Differentiated Instruction

Differentiated instruction is a method of designing and delivering instruction to best reach each student. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student. Formative assessment is an essential ingredient of this method. Teachers who practice differentiation in the classroom may: design lessons based on students' learning styles; group students by shared interest, topic or ability for assignments; assess students' learning using formative assessment; manage the classroom to create a safe and supportive environment; continually assess and adjust lesson content to meet students' needs.

Tomlinsonis among the proponents of differentiated learning and professor of educational leadership, foundations and policy at the University of Virginia. She describes differentiated instruction as factoring students' individual learning styles and levels of readiness first before designing a lesson plan. Research on the effectiveness of differentiation shows this method benefits a wide range of students, from those with learning disabilities to those who are considered of high ability.

According to Tomlinson (2003), differentiated instruction is modified instruction that helps students with diverse academic needs and learning styles master the same challenging academic content. While it is accepted that the common basis for all student is a need for acceptance, nurturing and respect, attending to differences, assist each student in experiencing a degree of triumph by encouraging them to be all that they can be as individuals. The use of the one-size-fits-all curriculum no longer meets the needs of the majority of learners (McBride in Rita, Aranda& Zamora 2016). In addition, addressing students' differences and interest appears to enhance their motivation to learn while encouraging them to be committed and stay positive (Tomlinson in Valliande&Koutselini2009). She also indicates that teachers in differentiated classroom accept, embrace and plan for the fact that learners bring many commodities to school but that learners also bring the essential differences that make them individuals. The above stated aspects of differentiated instruction make it an ideal way to reach the different needs of boys and girls in mathematics classroom.

Thomas, Sammons, Moretimore&Smees in Ngami (2015) was of the view that Differentiated Instruction is based upon the principle that all children learn best when the instruction is responsive to the uniqueness of each student. The intent is to maximize each child's opportunities for growth and individual success, by addressing their academic abilities, learning styles and interests. In order to challenge students at their readiness levels, teachers vary approaches on what students need to learn (content), how they learn it (process), and how they demonstrate their understanding (product).

Differentiation is modified instruction that helps students with diverse academic needs and learning styles master the same challenging academic content. Although it might seem like a daunting task, designing and applying a variety of strategies within one classroom can be done at a variety of levels. Teachers can differentiate instruction with an individual student, within a small group, or with a whole class. Differentiating does mean providing separate, unrelated activities for each student but does mean providing interrelated activities that are based on student needs for the purpose of ensuring that all students come to a similar grasp of a skill or idea (Good, 2006).

Differentiated instruction is a method that addresses student variation. In schools that have implemented the strategies of the differentiated classroom, academic gains have been documented (Tomlinson, 2007). Teachers can differentiate their instruction through four elements: content, process, product, and learning environment. Any increase in the differentiation of instruction in a classroom improves instructional effectiveness (Pardini, and Fric,2005).

Tomlinson et al. (2010) define differentiated instruction: In differentiated classrooms, teachers begin where students are, not the front of a curriculum guide. They accept and build upon the premise that learners differ in important ways. Thus, they also accept and act on the premise that teachers must be ready to engage students in instruction through different learning modalities, by appealing to differing interests, and by using varied rates of instruction along with varied degrees of complexity.

According to McQuarrie, McRae and Stack-Cutler (2008) differentiated instruction is a philosophy and an approach to teaching in which teachers and school communities actively work to support the learning of all students through strategic assessment, thoughtful planning and targeted, flexible instruction. According to Carol Ann Tomlinson, one of the early advocates of this approach, differentiating instruction means “shaking” up what goes on in the classroom so students have multiple opportunities for taking in information, making sense of ideas and expressing what they learn. Most teachers naturally incorporate elements of differentiated instruction to some degree in their classrooms every day. Every time you use a pre-test to help you plan a learning activity, present

information in multiple ways or offer choice in the format for a final project, you are reflecting the key belief of differentiated instruction; proving that all students can learn, in their own ways and in their own time. In other words, making a commitment to a more differentiated classroom does not mean starting over, but rather building on current best instructional practices in an explicit, intentional, focused and systematic manner. The research will be based on the four element of differentiated instruction: content, process, product and environment.

2.2.1.1 Characteristics of Differentiated Instruction

Differentiated instruction has the following characteristics, according to Tomlinson, Moon and imbeau (2015):

Proactive Curriculum and Instruction

Effective differentiation of curriculum and instruction is proactive, rather than reactive. A clear definition and model of the scope of effective differentiation is needed to counteract a tendency among teachers to believe they are addressing individual variance when they are, at best, making minor and occasional classroom modifications (Moon, Tomlinson, & Callahan, in Valliande, 2010). It seems unlikely that differentiation defined as tinkering with one-size-fits-all instruction can be robust enough to meet the learning needs of academically diverse populations. In fact, an impediment to more robust and effective differentiation may stem from a teacher-held perspective of differentiation as reactive; the teacher plans one lesson for everyone and tries to adjust on the spot when students signal the lesson isn't working for them rather than proactive. The teacher plans a lesson that will, from the outset, address learner variance (Schumm& Vaughn, (1992) in Kiley (2011); Tomlinson, 1995) in Valiande and Koutselini (2009). Effective differentiation will likely arise from consistent, reflective, and coherent efforts to address the full range of learner readiness, interest, and learning profile in presentation of information, student practice or sense making, and student expression of learning.

Flexible Grouping

Effective differentiation employs flexible use of small teaching-learning groups in the classroom. A meta-analysis of 165 effect sizes from studies of effects of within-class grouping on student achievement and other outcomes (Lou et al., 1996) in Kelley (2011) found that students in small within-classroom learning groups (generally three to four in size) achieved significantly more than students not learning in small groups. In addition, students in grouped classes had more positive attitudes about learning and stronger self-concept measures than those in ungrouped classes. It appears that small-group settings give teachers the flexibility to address learner variance more appropriately than those whose reliance on whole-class instruction.

The meta-analysis reports that low-ability students tended to learn better in heterogeneous groups, medium-ability students in homogeneous groups, and high-ability learners fared well equally in either setting. However, because of variance in student readiness across subjects, variability in student interest and mode of learning, and varying needs of categories of learners within a class, it appears important to group students in a variety of ways in the classroom. Effective differentiation varies the materials used by individuals and small groups of students in the classroom.

Use of Various Instructional Materials

Student gains are greatest when instructional materials are varied for differing instructional groups, rather than using the same materials for all groups (Kulik&Kulik, 1991; Lou et al., 1996) in Koeze (2007). Thus, in addition to flexible grouping of students, teachers in differentiated classrooms should match materials to the specific instructional needs of groups. This would seem particularly important when readiness differentiation is a focus of student groupings.

Responding to Learners' Needs

Effective differentiation uses variable pacing as a means of addressing learner needs. A number of studies have noted the ineffectiveness of classrooms in which teachers fail to adapt the pace of instruction in response to learners‟ needs. Often the level of instruction is set to address mid or high-achieving students, while the pace is set for low-achieving learners (Dahloff, (1971) in Kelley

(2011); Oakes, 1985 in Koeze (2007), with the result that many students of varying readiness levels are frustrated. Classrooms in which time is used as a flexible resource would likely better serve the full range of learners.

Knowledge Centered

Effective differentiation is knowledge centered. Teachers' sound knowledge of their discipline(s) provides a road map to the key concepts, organizing principles, and fundamental skills of those disciplines. In turn, teachers use materials and activities to ensure student understanding of essential ideas and ability to use important skills to solve meaningful problems (US National Research Council, 1999) in Tomlinson et al (2015). This sort of sound knowledge base and clarity of learning priorities is fundamental to effective differentiation, as it is to all good teaching.

Learner Centered

Effective differentiation is learner centered. Learner-centered classrooms focus on the needs of students within the cognitive frameworks established by teachers (Schweinhart&Weikart, 1988 in Koeze 2007). Student-centered instruction focuses on skills and practices that enable lifelong learning and independent problem-solving. Student-centered learning theory and practice are based on the constructivist learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience. Student-centered learning puts students' interests first, acknowledging student voice as central to the learning experience. In a student-centered learning space, students choose what they will learn, how they will learn, and how they will assess their own learning.

It addresses the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students; students advance in their education when they demonstrate they have learned the knowledge and skills they are expected to learn; students have the flexibility to learn anytime and anywhere, meaning that student learning can take place outside of traditional classroom and school-based settings, such as through work-study programs or online courses, or during nontraditional

times, such as on nights and weekends; and students are given opportunities to make choices about their own learning and contribute to the design of learning experiences.

Learning environment

Learning environment is the physical and psychological conditions available for optimal learning. The conditions for optimal learning include both physical and psychological elements. A flexible classroom layout is key, incorporating various types of furniture and arrangements to support both individual and group work. Psychologically speaking, teachers should use classroom management techniques that support a safe and supportive learning environment (Tomlinson, 2007). Examples of differentiating the environment: arrange some students into reading groups to discuss the assignment. Allow students to read individually if preferred. Researches show differentiated instruction is effective for high-ability students as well as students with mild to severe disabilities. When students are given more options on how they can learn material, thus: they take on more responsibility for their own learning; students appear to be more engaged in learning; and there are reportedly fewer discipline problems in classrooms where teachers provide differentiated lessons. Differentiated instruction: requires more work during lesson planning; many teachers struggle to find the extra time in their schedule; and the learning curve can be steep and some schools lack professional development resources. This study will cover all the four ways of differentiated instruction: content, process, product and environment.

Pre-assessment

Pre-assessment is an important tool to assess students' readiness. Pre-assessment data allows the teacher to create lessons and activities that are appropriate for the students, no matter what level they are performing. It is important to do ongoing assessments of the students' ability so as to not always place them in the same groups if differentiating by readiness. Pre-assessment informs the teacher of the students‟ readiness, interests, and background knowledge they bring to the topic.

Readiness

If the lesson was differentiated by readiness, students would be arranged into groups so they receive lessons that are appropriately challenge their level of ability. Students who have scored above grade level could be placed in a group and use materials that challenge their ability. Students on average grade level would work the same group exposing to content which is appropriate to their level of learning. Students who are below grade level will work in the same group that has fewer challenges and meet their learning needs. All students will be able to answer questions related to the same theme.

Learning Profile

To differentiate in response to learning profile, the teacher could address many things including learning styles, student talents, and intelligence profiles. A student's learning profile takes into account his or her innate strengths (Multiple Intelligences), how he/she learns best with external stimuli (Learning Styles), and how he/she intakes new information, such as needing to see the big picture or taking in new information in small chunks. To differentiate lesson by learning profiles, the teacher could create a learning environment with flexible spaces for students to work. Some students could read at their desks, some on the floor; some may want to work alone, some in small groups; others with peers. Learning profile also takes into account how a student learns, such as part to whole or whole to part. In differentiation lesson, the teacher may need to present the lesson in two different ways to help students draw meaning to what they are learning. Some students need to see the big picture and draw meaning from it before they begin learning, while others need to take it part by part and develop their own meaning. Either way it is presented, the students can draw conclusions and develop a better understanding of the lesson.

Learning Style

Learning style is very important in a differentiated classroom and fits into many aspects of teaching and learning. Besides having students choose how they want to complete an assignment based on the learning styles (written, report, poster, diagram, etc.), a lesson may be presented using

a variety of learning styles. For our suratulJumu'a lesson, students may read independently or listen to the story on tape, work in groups or alone. By using multiple instructional techniques, a teacher can connect better with the student's preferred way of learning, bringing about greater engagement and active participation in the lesson(Ontario Ministry of Education, 2010).

Enquiry-based approach

The inquiry process involves open-ended learning experiences that are inclusive of all students and offer students real choices and opportunities to develop their own voice. Educators design the inquiry process to respond closely and accurately to individual students‟ learning needs.

When participating in ongoing assessment, teachers and students are engaged in cycles of analysis of and reflection on both teaching and learning. The inquiry process empowers teachers and students to learn from, with, and on behalf of each other. Through the inquiry process, students learn to think about thinking and to talk about themselves as learners and make their thinking explicit. They are given the opportunity to explore and understand the cognitive and affective domains of learning, that is, meta-cognition. In other words, inquiry based learning helps all students, including those with special education needs, to become more independent, creative, and meta-cognitive learners. They learn to identify their own strengths and needs in learning and to value what they are learning (Alberta Learning, 2004).

As noted earlier, differentiated instruction overlaps, shares a number of goals and strategies, such as the following: taking into account the background and experiences of all students to meet their diverse interests, aptitudes, and learning needs; varying the form of assessment and instructional materials (e.g., printed text, visual or auditory representations); using various types of media; providing opportunities for different kinds of activities and different means of demonstrating learning; providing a safe and supportive environment that enhances students' ability to learn.

Project-based approach

This is a teaching and learning method where an individual students or group students carry out an activity on a component of a particular topic in a subject in order to attain desired goal.

Usually, students are given considerable autonomy over how, where and when and in what order the task will be carried out. Project-based approach is also open-ended as it gives learners opportunity to practice and apply their skills and knowledge and so come to a deep understanding that a "realistic context" explains (Alasoluyi, 2017). According to Sakala (2013) project method improve skills that enhance creativity and problem-solving. It help teachers to facilitate through learning a variety of different project focus on a particular topic or theme, allowing students to work on topics of particular interest to them at their own level and pace; students may work independently or in mixed ability groups, as suits their particular learning style or emotional need; for group project, the teacher ensures that students can work simultaneously on a number of different options; and the teacher monitors carefully to ensure that students are attempting tasks at the most appropriate instructional level.

2.2.1.2 Advantages of Differentiated Instruction

Researches show differentiated instruction is effective for high-ability students as well as students with mild to severe disabilities. When students are given more options on how they can learn material, they take on more responsibility for their own learning. Students appear to be more engaged in learning, and there are reportedly fewer discipline problems in classrooms where teachers provide differentiated lessons.

Today's classrooms are increasingly diverse. Students come from a variety of backgrounds and have a wide range of interests, preferences, learning strengths and needs. Differentiated instruction makes it possible for teachers to reach all learners and can particularly enhance the success of: students with disabilities (as part of or in addition to an individualized program plan); students who are gifted; and students considered at risk for leaving school before completion.

At the same time, the recent Alberta Initiative for School Improvement research indicates that many of the strategies used to differentiate instruction for students with disabilities were also effective within the general student population across grade levels and curriculum areas. Several

projects also noted a spill-over effect where gains in one subject area had positive impacts across the curriculum, or where all students (not just the target group) benefited from differentiation strategies.

Another important part of differentiated instruction is a way of recognizing that education needs are not as straightforward as just regular or special. On any given day, in any given subject area, or for any given type of activity, different students may have difficulty engaging in classroom activities, or learning new skills and concepts. Differentiated instruction offers multiple ways to learning, so that all students are engaged and successful learners each and every school day.

Effective differentiated instruction also helps students understand what they are expected to learn, evaluate their own progress, and articulate their learning strengths, challenges and interests. Starting where students are at, providing meaningful choice, and creating opportunities for students to demonstrate their interests and skills increases students‟ motivation, self-confidence and willingness to assume responsibility for their learning.

2.2.1.3 Disadvantagesof Differentiated Instruction

Differentiated instruction requires more work during lesson planning, and many teachers struggle to find the extra time in their schedule. The learning curve can be steep and some schools lack professional development resources. Differentiate your instruction through content, processes, and assessment and learning environments.

2.2.1.4 Distinction between differentiated instruction and lecture method

Differentiated instruction also known as differentiated learning or in education is a philosophy for effective teaching that involves providing different students with different avenues to learning often in the same classroom in terms of acquiring content, processing, constructing, or making sense of ideas, developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability

Differentiated instruction, according to Tomlinson (2008) is the process of ensuring that what a student learns, how he or she learns it, and how the student demonstrates what he or she has

learned is a match for that student's readiness level, interests, and preferred mode of learning. Differentiation stems from beliefs about differences among learners, how they learn, learning preferences, and individual interests. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: Content: what the student needs to learn or how the student will get access to the information; Process: activities in which the student engages in order to make sense of or master the content; Products: culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and Learning environment: the way the classroom works and feels, (Tomlinson 2003).

Therefore, differentiation is an organized, yet flexible way of proactively adjusting teaching and learning methods to accommodate each child's learning needs and preferences to achieve maximum growth as a learner. To understand how students learn and what they know, pre-assessment and ongoing assessments are essentials. This provides feedback to both teacher and student, with the ultimate goal of improving student learning

It is a way of thinking about teaching and learning that values the individual and can be translated into classroom practice in many ways. Teachers are hunters and gatherers of information about their students and how those students are learning at a given point. Whatever the teachers can learn about student readiness, interest, and learning helps the teachers plan next steps in instruction. Sometimes students work with like-readiness peers, sometimes with mixed-readiness groups, sometimes with students who have similar interests, sometimes with students who have different interests, sometimes with peers who learn as they do, sometimes randomly, and often with the class as a whole. In addition, teachers can assign students to work in groups, and sometimes students will select their own work groups. Flexible grouping allows students to see themselves in a variety of contexts and aids the teacher

The word lecture comes from the Latin word “Lectus” from the 14th century, which translates roughly into “to read.” The term lecture in Latin means “that which is read.” It was not until the 16th century that the word was used to describe oral instruction given by a teacher in front of an

audience of learners, Farook (2012). Lecture method of teaching is the oldest teaching method applied in educational institution. This teaching method is one way channel of communication of information. Students‟ involvement in this teaching method is just to listen and sometimes pen down some notes if necessary during the lecture, combine the information and organized it.

The lecture method is just one of several teaching methods, though in schools it's usually considered the primary one. It is not surprising, either. The lecture method is convenient and usually makes the most sense, especially with larger classroom sizes and gives room for teacher to convey the information that he or she feels is most important, according to the lesson plan. Lecture method involves primarily, an oral presentation given by a teacher to a body of students. Many lectures are accompanied by some sort of visual aid, such as a slideshow, a word document, an image, or a film. Some teachers may even use a whiteboard or a chalkboard to emphasize important points in their lecture, but a lecture does not require any of these things in order to qualify as a lecture.

In this teaching method a large amount the topics can be covered in a single class period, Student listening skills developed, Logical arrangement of the material in order to present it orally, Help to learn languages, it gives the teacher full control of the class and lesson, students can absorb large quantity of new material, it is the most clear, straightforward, and uncomplicated way to expose students to large quantity of information without putting much effort by the students. Using of this method exclude the using of any equipment or laboratory, learning material is not required, psychologically this method is not acceptable because individuals are not alike as teacher delivers the same lecture to all students without recognizing the individual differences, learning is an active process thus students should be encourage to actively participate in the class room instead of just listening the teacher, sometimes language using in the lecture is above the standard of the students, students are not able get full advantage of the lecture, lecture are often forgotten by the students soon after while learning is retained if activities are experienced, attention level is not the same while student listening the lecture, it is one-way road because the students have little to no opportunity to

provide their own personal input, or protest the information being delivered, it is a wholly passive experience for students.

2.2.2 Academic performance

An academic classroom is one where the primary goal is to promote proficiency of academic standards. The class, curriculum, and instruction, by design, are built to move students in their academic proficiency. In educational institutions, success is measured by academic performance, or how well a student meets standards set out by government and the institution itself. As career competition grows ever fiercer in the working world, the importance of students doing well in school has caught the attention of parents, legislators and government and other stake holders in education.

Academic achievement is commonly measured through examinations or continuous assessment s but there is no general agreement on how it is best evaluated or which aspects are most important: procedural knowledge such as skills or declarative knowledge such as facts (Ward, Stoker & Murray-Ward, 1996). Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability (IQ) and those who are higher in conscientiousness (linked to effort and motivation) tend to achieve highly in academic settings. A recent meta- analysis suggested that mental curiosity (intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness. Stumm,Hell, & Tomas (2011).

2.2.2.1 Features of Academic Performance

Performance in school is evaluated in a number of ways: for regular grading, students demonstrate their knowledge by written and oral tests, performing presentations, turning in homework and participating in class activities and discussions. Teachers evaluate in the form of letter or number grades and side notes, to describe how well a student has done(Bello 2013). At the state and national levels, students are evaluated by their performance on standardized tests geared toward specific ages and based on a set of achievements students in each age group are expected to meet.

2.2.2.2 Factors Determining Academic Performance

Bello and Kahrloff(2016) enumerated that parent's academic socialization, cognitive and non-cognitive factors, motivation, self-control and extra-curricular activities as determinants influencing academic performance, thus:

Parent's Academic Socialization

Parent's academic socialization is a term describing the way parents influence students' academic achievement by shaping students' skills, behaviors and attitudes towards school. Parents influence students' academic performance through the environment and discourse parents have with their children. Academic socialization can be influenced by parents' socioeconomic status. Highly educated parents tend to have more stimulating learning environment (Magnuson, 2007). Further, recent research indicates that the relationship quality with parents will influence the development of academic self-efficacy among adolescent-aged children, which will in turn affect their academic performance (Fam&Yaacob, 2016). Children's first few years of life are crucial to the development of language and social skills. School preparedness in these areas help students adjust to academic expectancies.

Physical Activities

Evidence suggests that physical activity could have an impact on academic achievement. Studies have shown that physical activity can increase neural activity in the brain. Exercise specifically increases executive brain functions such as attention span and working memory (Phillip, Davis, Miller&Naglieri, 2008).

Cognitive Factors

Cognitive factors or learning factors are the extent to which a person's individual capabilities can influence their academic or learning performance. These factors include cognitive functions like attention, memory, and reasoning. Cognitive factors are often measured through examinations; college and universities admission boards use standardized tests such as the Joint Admission

Matriculation Board (JAMB) and post-UTME when evaluating prospective candidates. Students with high academic performance present mature learning beliefs, and strong knowledge integration. Scardino (2011).

Non-Cognitive Factors

Non-cognitive factors or skills are a set of "attitudes, behaviors, and strategies" that promotes academic and professional success, such as academic self-efficacy, self-control, motivation, expectancy and goal setting theories, emotional intelligence, and determination (Gutman,; &Schoon, (2013). To create attention on factors other than those measured by cognitive test scores sociologists Bowles and Gintis around 1970s coined the term, the term serves as a distinction of cognitive factors, which are measured by teachers through tests and quizzes. Non-cognitive skills are increasingly gaining popularity because they provide a better explanation for academic and professional outcomes, (James, Jora& Sergio (2006).

Motivation

Motivation is the reasoning behind an individual's actions. Research has found that students with higher academic performance, motivation and persistence use intrinsic goals rather than extrinsic ones, (Gutman,;&Schoon, (2013). Furthermore, students who are motivated to improve upon their previous or upcoming performance tend to perform better academically than peers with lower motivation, (Friedman & Mandel, 2011). In other words, students with higher need for achievement have greater academic performance.

Self-Control

Self-Control, in the academic setting, is related to self-discipline, self-regulation, delay of gratification and impulse control. Baumeister, Vohs, and Tice (2007) defined self-control as “the capacity for altering one’s own responses, especially to bring them into line with standards such as ideals, values, morals, and social expectations, and to support the attainment of long-term goals”. In other words, self-control is the ability to prioritize long-term goals over the temptation of short-term

impulses. Self-control is usually measured through self completed questionnaires. Researchers often use the Self-Control Scale developed by Tangney.

Through a longitudinal study of the marshmallow test, researchers found a relationship between the time spent waiting for the second marshmallow and higher academic achievement. However, this finding only applied for participants who had the marshmallow in plain site and were placed without any distraction tactics, (Gutman,;&Schoon, (2013). High locus of control, where an individual attributes success to personal decision making and positive behaviors such as discipline, is a ramification of self- control. High locus of control has been found to have a positive predictive relationship with high collegiate GPA, (Brenda, 2014).

Extracurricular Activities

Organized extracurricular activities have yielded a positive relationship with high academic performance including increasing attendance rates, school engagement, GPA, postsecondary education, as well as a decrease in drop-out rates and depression, (Abruzzi, Lenis, Yansi, Maser&Morote, 2016). Additionally, positive developmental outcomes have been found in youth that engage in organized extracurricular activities(Mahoney et al., 2005). High school athletics have been linked with strong academic performance, particularly among urban youth. However, involvement in athletics has been linked to increased alcohol consumption and abuse for high school students along with increased truancy(Eccles& Templeton, (2002) in Eze (2011). While research suggests that there is a positive link between academic performance and participation in extracurricular activities, the practice behind this relationship is not always clear.

Moreover, there are many unrelated factors that influence the relationship between academic achievement and participation in extracurricular activities (Mahoney et al., 2005) in Scardino (2011). These variables include: civic engagement, identity development, positive social relationships and behaviors, and mental health (Mahoney, Tylor, Kanarek& Samuel(2005) in Scardino (2011). In other research on youth, it was reported that positive social support and development,

which can be acquired through organized after school activities is beneficial for achieving academic success (Eccles& Templeton, (2002) in Eze (2011). In terms of academic performance there are a whole other group of variables to consider. Some of these variables include: demographic and familial influences, individual characteristics, and program resources and content (Mahoney et al., 2005) in Scardino (2011). For example, socio-economic status has been found to play a role in the number of students participating in extracurricular activities (Covay&Carbonaro, 2010).

Furthermore, it is suggested that the peer relationships and support that develop in extracurricular activities often effect how individuals perform in school (Eccles& Templeton, (2002) in Eze (2011). With all these variables to consider it is important to create a better understanding on how academic achievement can be seen in both a negative and positive light.

2.2.2.3 Criteria for Assessing Performance

The reliability of assessment for learning depends on: the identification, clarification, and sharing of learning goals in student-friendly language; the student's understanding of the success criteria of these goals in specific terms: what successful attainment are the learning goals look like; descriptive feedback that helps students consolidate new learning by providing information about what is being done well, what needs improvement, and how to take steps towards improvement; and self-assessment that motivates students to work more carefully and recognize their own learning needs, so that they can become effective advocates for how they learn best.

Assessment for learning involves collaboration among teachers, parents, and students, and enables students to experience the successes that come with timely intervention and with instructional approaches and resources that are suited to the ways they learn best. Both factors help build students‟ confidence and provide them with the incentive and encouragement they need to become interested in and focused on their own learning. (Stiggins et al, 2005).

2.2.2.4 Guidelines of the Assessment for Learning in the Classroom

Break and/or combine curriculum expectations to create appropriate learning goals; collaborate with students to construct learning goals and success criteria; apply assessment strategies that are closely tied to the learning goals of each lesson and that can accurately reflect student progress and achievement; provide students with timely descriptive feedback, modeling the thinking processes that will help them become more independent in assessing their own progress; monitor students' progress, gather evidence in a variety of forms, illustrate students‟ learning and growth through ongoing documentation, and help students understand their personal learning process through dialogue, reflection, and analysis; adjust instruction and, if appropriate, learning goals on the basis of assessment data in the context of a cyclical, integrated process of assessment and responsive, precise, personalized instruction; Engage students as partners in the learning process by encouraging them to take responsibility for their learning; to celebrate and take pride in their achievements; to communicate with their peers, teachers, and parents about their learning; and, in general, to develop their sense of efficacy with respect to improving their achievement. (Stiggins, Arter, Chappuis, &Chappuis, 2005).

2.2.3 Concept of Curriculum

The term curriculum comes from the Latin word "currere" which means "to run", with times it comes to mean "course of study". Not surprisingly, the traditional definition of curriculum is a course of study or training leading to a products or education. For most lay men, curriculum is equated with course guides, syllabi or text books such a classic definition of the term also reflects the meaning of curriculum for the most conservative or structured education in the field.

Walton et al (1976) in Ben-Yunusa (2008) defined curriculum as that contents and those processes designed to bring about learning of education value. By this definition, curriculum is considered to include both what is to be taught and by what means is to be used. Technically, curriculum can be defined as all learning of the students, planned and directed by the school for the purpose of achieving educational goal. The concept of curriculum may be divided into two: the

Traditionalists and the progressivists. As traditionalists existed between 1900s-1950s, the progressivists have been in existence up to this time.

2.2.3.1 Concept of Islamic studies

The survival and welfare of nation depend largely on the way of life of its individual members, their mental and moral orientation and their cohesion as society. This fact has been recognized in Islam, which therefore, addresses itself to the whole way of life of individuals and society so as to achieve a balanced result.

According to Ashraf and Hussaini (1979) in Lawal (2014), Islamic education entails giving instruction on purely theological matters such that the trainee would be able to practice the five pillars of Islam, similarly Muhammad (1980) also in Lawal (2014) opines that Islamic education is a process of discipline, which ensures spiritual and intellectual growth of the individual. However, neither of the above assertions can stand the test of our time because it has been realized that Islamic education is not confined to ensuring the practices of the five pillars of Islam (Shahadat, Salat Zakat, Sawm and Hajj).

The pillars only constitute the Ibadah aspect of the religion not only this, spiritual and Intellectual developments are but two of the three important dimensions of personality development, the definition however, ignored the psychomotor domain.

2.2.3.2 Islamic Studies Curriculum for Senior Secondary Education in Nigeria

The Islamic studies curriculum has been prepared to reflect the above broad concern, so as to inculcate true and balanced values in the young Nigerians at the age when their mental and moral development is at a formative stage. The inner stability so obtained and guiding principles so learned will help them to stand firm in the midst of the cross-current of ideas and rapid social change which are features of our age.

More fundamentally, the inclusion of Islamic studies as one of the subjects offered in secondary schools is an indication of relevance of the subject in Nigerian education system. In addition, government and public emphasize on moral and discipline during recruitment exercises in

public service, private and non-governmental organizations are justifications of the relevance of Islamic studies for individual and national development. Islamic studies can be defined as the totality of learning experiences, which centred on the relationship between man and his creator and between man and his fellow men, (FRN, 2014)

2.2.3.3 An overview 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 and their cohesion as a society. This fact has been recognized in Islamic studies curriculum which therefore addresses itself to the whole way of life of individual and society so as to achieve a balanced result.

A curriculum is considered to be a course of study in its traditional term many authorities have defined it in similar way. Walton et al (1976) in Ben Yunusa (2008) defined curriculum as that contents and those processes designed to bring about learning of education value. Akpale (2010) in Yusuf (2015) who viewed curriculum as the planned and unplanned educational experiences in which both students and teachers all work for the attainment of educational goals. Alexander (2005) in Yusuf (2015)defines curriculum as a planned program of learning opportunities for achieving broad goals and related objectives. Ben-Yunusa (2008) asserts that it is a variety of learning activities that pupil engaged in under the guidance of teachers. Yusuf (2015) is of the view that curriculum is the totality of all planned and unplanned, guided and unguided learning experience learners are exposed to in a school setting for the purpose of attaining its educational objectives.

In recent time people use the term curriculum 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, Islamic studies curriculum mentioned but few.

Meanwhile Islamic studies as a subject or course of study in a school has curriculum or in other words has varieties of learning experiences that learners are engaged with but under the

guidance of a teacher as observed by ben-Yunusa (2008) and this varieties of learning experiences in Islamic studies curriculum constitute the ten inter connected topics to be learnt by students that include, Arabic alphabets, Quran, Hadith, ibadat, mu'amalat, tauhid, sirah and Tahadhib, spread of Islam to west Africa and contribution of Muslims to world civilization as it is contained in the senior secondary education curriculum published by Nigerian educational research development council (NERDC), (2007). The curriculum maintain that, Islamic studies curriculum has been prepared to reflect its broad concern so as to include true and balanced value in the young Nigerians at an age when his mental and moral development is at a formative stage. The inner stability obtained and guiding principle learned will help him or her to stand firm in the midst of the cross current of ideas and rapid social change which are features of age.

On the other hand, Islamic studies can be defined as a totality of learning experience which is centered on the relationship between man and his creator and between man and his fellow men. However, Ben-Yunusa (2008) sees Islam as religion that creates a kind of direct contact between man and his creator to whom he owes his entire existence. The topics contents of Islamic studies curriculum have taken into consideration the goals and objectives of Federal Government of Nigeria on National Economic Empowerment Strategies and Sustainable Development Goals (SDGs) (NERDC, 2014). Islamic studies, therefore aims at the following: recognition of Allah as the creator and sustainer of the universe and the sole source of values; cultivation of the sense of gratitude to Allah and submission to His guidance and moral law, both in worship and in behavior toward other fellow-men; encouragement of the pursuit 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 fields of science, technology, medicine, education and so on; attainment of a balanced development of the individual and community by giving due weight to the physical, social, intellectual, moral and spiritual needs of man; - Realization of human right, equality and brotherhood with emphasis on practical means of achieving social solidarity and ethnic harmony in place of greed and selfishness.

However, education in the Islamic sense produces a cultured, well behaved considerate, reasonable and God fearing man or woman in other words a disciplined person. Every branch of Islamic studies curriculum has specific contribution to make 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.

2.2.3.4 Features of Islamic Studies Curriculum

The feature of Islamic studies curriculum falls into various interconnected sub-division of branches and these are incorporated in the secondary school curriculum into six: the Arabic alphabets, the Quran, hadith, fiqh, Tauhid(Moral Education), Sirah, Mu'amalat, Tahadhib and Contributions of Muslims to World Civilization, Spread of Islam to West Africa. Arabic is the language of the Quran, therefore in the curriculum students are to study some basic knowledge of Arabic alphabets to enable them read the Quran (NERDC, 2014). Differentiated instruction will be one of the most suitable teaching and learning strategies that if employed to teach Islamic studies in senior secondary schools not only in Kaduna state but across the country. Academic performance of students will drastically improve because differentiated instruction takes into considerations learners' level of readiness, learning styles, interest and needs of students.

2.2.3.5 Objectives of Islamic studies curriculum in Nigeria

The Islamic studies goals and objectives in Nigerian education system will be fully achieved the aspect of differentiated instruction is incorporated into the Islamic studies curriculum as suggestive strategy of teaching. Education policy makers should make it mandatory for education stakeholders to equip their teachers with basic knowledge of application of differentiated instruction in order to improve students' participation, retention and most importantly academic performance.

1. Recognition of Allah as creator and sustainer of the universe and the sole source of values;
2. Cultivation of the sense of gratitude to Allah and submission to His guidance and moral law, both in our worship of him and in our behavior towards our fellow-men;

3. Awakening of the faculty of intellect and reasoning in accordance with the Qur‟anic injunctions: “will you not use your reason?” And “will you not ponder and reflect?”
4. Encouragement on the pursue of useful knowledge in accordance with the saying of the prophet Muhammad (peace be upon him): “the search of 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, technology, medicine and so on;
5. Attainment of balanced development of the individual and community by giving due weight to the physical, social, intellectual, moral and spiritual needs of man;
6. Realization of human right, equality and brotherhood, with emphasis on practical means of achieving social solidarity and ethnic harmony in place of greed and selfishness; and
7. Awakening in the heart, the consciousness of the presence of Allah as a witness of all our actions, thoughts and behavior, acting as a restraint on wrong doing, whether public or private and as an incentive to good behavior.

Education in the Islamic sense produces a cultured, well-behaved, considerate, reasonable and God-fearing man or woman-in other words a disciplined person. Every branch of Islamic studies has specific contribution to make in the emergence of disciplined persons, which is why moral education cannot be detached from Islamic education. It will be observed that the aims of Islamic curriculum and the National Policy on education are substantially the same. (NERDC, 2014)

2.2.3.6Contemporary methods of teaching Islamic studies in Nigeria

The instructional strategies involve planning and directing learners, material and ideas to produce learning, while method determines the extent to which the objective of the classroom procedures and the means that will be employed for the attainment of such objectives is achieved. A teacher who tends to be professionally committed to the teaching profession must be familiar with what constitute education. This means that when a teacher engages his students in learning, he clearly points out well defined the objectives he is aiming. Method is the procedure for guiding and directing the experience of the students towards meaningful learning. A well planned and organized

instructional method is an important means for effective learning. Method is also defined as a procedure or way of doing something, orderly or way of imparting knowledge and skills to learners.

Ehiosu (2008) described method as an organizational process that a class or a group will participate so as to define and attract problem of social significance. Wasley and cart (1971) in Jafaru (2015) opined that progress in all subjects is the result of subtle blending of the varied elements that constitute growth and development. Therefore, in this case, effective and committed teacher has different types of method of teaching in lined with the topic he wants to teach, the nature of the students and the objectives to be achieved are factors of consideration. All these demand a critical analysis on the part of the teacher because all the method and techniques have something to offer. The contemporary methods of teaching Islamic studies in senior secondary schools in Kaduna state are as follows:

Inquiry method

Inquiry method is an activity-oriented though provoking creative method in which students, out of curiosity and on their own, or under the guidance of the teacher, probe, investigate, and interpret relevant issues and problems with the view to providing solutions though reflective thinking and rational decision making which this method develops is the inquirer. Kyle and Gadsden (1996) in Omokaadejo L. (2015)., viewed an inquiry teaching method as a strategy of teaching where students examine ideas, existing issues, and probe and question them freely, and practice on their own or with little guidance from the teacher. Here, the students seek for information to answer or solve their problems.

According to Ketpichainarong (2009), inquiry teaching and learning methods affect student's performance, for example in solving problems, reflecting on their work, drawing conclusions, and generating prediction. Guided Inquiry teaching method has been described as problem solving, critical thinking, reflective inquiry, deductive thinking and not mere personal assumptions. It is a

method of teaching that involves probing, finding out, investigating, analyzing, synthesizing, discovering, evaluating, questioning and thinking (Muhammad, 2007).

The inquiry method involves the scientific approach of identifying problems, formatting hypothesis, collecting relevant data to authenticate the data, draw the conclusions. In this case the teacher or students may introduce a problem which may be difficult controversial and investigation-oriented. To guide the student to inquire solutions, a clear definition of the problem, students are made to ask series of questions related to the identified problem. The teacher should posed questions on Islamic studies example that elicit answer or statements from the students and guide the inquiry. How to conduct inquiry, in conducting inquiry approach the following steps should be taken:

The students under the guidance of their teacher provide possible explanations of the problem as well as their tentative or alternative solutions to the problem; - students should made to collect relevant and available data; the collected data or information is presented to the class by the students for their analysis; they should be guided to draw tentative conclusions as the conclusion may be altered with time depending on the availability of the information gathered; and generalizations may be drawn from the tentative conclusions.

The use of inquiry method will help to ensure that students develop a deep understanding of science and scientific inquiry (NSTA 2011) in Omokaadejo (2015).Through exposing students to be independent which inquiry method entails, students develop the intellectual skills essential for problem solving. The role of Islamic studies teacher in an inquiry-oriented lesson is not much. This is because, the teacher, in an inquiry lesson, does not properly fit into the traditional lesson plan format, instructional materials play little roles. But the teacher involved in an inquiry lesson, should be aware of the higher level of questions demanded by inquiry which usually begin with what; why and how questions may be thought provoking. Therefore, inquiry method encourages students to ask

questions freely and make their analysis and report their findings and their suggestions and recommendations.

Dramatization method

Dramatization method is another method which the student gets out events situations, emotions or feelings characters in stories, actions through taking roles. Dramatization method arouses the students interest, holds their attention in what is being taught. It also encourages a lot of active participation by learners, suit to students of all ages and imbues the learners with self-confidence, self-control and self-esteem. Binod (2019) defines the role playing technique as a methodology for teaching which is conscious representation and discussion of the role in a group. In the class a problem context is shortly acted out so that the students can cope with the character.

Keneth (2008) states that role play can be defined as the type of students' behave in a certain context.Apart from the language skills it inculcates in the mind of the students, it will also enhance the students' imagination and creative abilities. The techniques of the dramatization method are mining, puppetry, play let, monologue or dialogue and role playing. Role playing, which is a dramatized experience, such as performing ablution, observing prayers, historical events, sensitive social issues or problematic real life situations involving morals and values in which decisions must be made. Some stages in role playing are: Create, identify or select a real life situation that is problematic in nature or entail decision making. The situation must be related to student experience; the role players are selected on the basis of their ability to effectively perform the parts that will be assigned to them. Those selected will be able to perform the roles assigned to them. To ascertain their credibility to perform, it might be necessary to try out some selected actors abilities before the roles are finally assigned; after assigning roles, both the participants and the audience are orally briefed on their roles.

The audience may be employed to examine the appropriateness of the role assigned to observe carefully. For the role players, they should endeavor to identify with their roles by giving it

validity or to stay in role; with the stage set, the role is performed or enacted. If the performance of the role players detracts from their roles and generate disinterest or inattentiveness, the enactment may be stopped; after the enactment a debriefing session should follow during which period the play is discussed and evaluated by role playing techniques; after the enactment a debriefing session should follow during which period the play is discussed and evaluated by the role players, teacher and audience. Yuliana, Kristiawan and Suhartie (2014) state that the students who were taught through role play got better result than the students who were taught through information gap.This allows for sharing together of experiences and feeling of what is learned; he scene may further be reenacted if new aspects of the problem are found out if other alternative ways or other ways of identifying with the roles are sorted out. The role may be played by the same role players or another set of actors in which discussion follows; generalizations may be drawn after the performance; finally, discussions are made after everybody is satisfied that the roles acted gave validity to the role played situation.

Although, some students are selected to role-play a situation, it would be wrong to see such selected actors, among the students as the only participants briefed about the roles. They discuss and create on the spot. Role playing, in addition, inculcates in the students the ability to predict consequences since the responses of the actors are not pre-determined. It helps the students to develop discussion, skills and the values of cooperation.Jannah (2011) in Binod N. (2019) states that role play is very important in teaching speaking because it gives students in opportunity to practice communicating in different social context and in different social roles.

It exposes the students to understand that there are a variety of ways in which problems or religious conflicts can be resolved and therefore, instills the sense of caution in decision making.

Demonstration method

Demonstration teaching method refers to the type of teaching method in which the teacher is the principal actor while the learners watch with the intention to act later. Here the teacher does

whatever the learners are expected to do at the end of the lesson by showing them how to do it and explaining the step-by-step process to them (Adekoya&Olatoye, 2011).This method of teaching can be said to be the illustration or display or directions on the operations of something or procedures involved in a process action, activities or the act of teaching. It is a teaching method that is utilized by both teachers and students in an Islamic studies classroom. Daluba (2013) described it as a display or an exhibition usually done by the teacher while the students watch with keen interest. He further added that, it involves showing how something works or the steps involved in the process.

Demonstrations provide a multi-sensory means to describe a concept, idea, or product that may otherwise be difficult to grasp by verbal description alone (Cabibihan, 2013). It is used by Islamic studies teachers who want to show the students how to construct some instructional materials show the students the operations of an overhead projector where available while the students used it to show that they have mastered the steps in a process. Demonstration method facilitates knowledge retention and eventually helps learners to recall what they learnt. It arouses the interest of the learners. It also encourages the learners to participate actively in the classroom, demonstration is a construction oriented and may enhance the improvisation of instructional materials that are in a short supply, students are encouraged to demonstrate some activities, and the demonstration method encourages the child-centered philosophy.

The act of demonstrating readily helps to kindle more natural interactions between the students and the teacher. In demonstration teaching method, according to Dorgu (2015), the role of the teacher is to illustrate how to do something or illustrate a principle first by explaining the nature of the act verbally, followed by demonstrating the act in a systematic manner and later the students repeat the act.This kind of method may be a waste of teaching time as the majority of the students may not have the opportunity to see what is being demonstrated, demonstration may be haphazardly done in order to meet the rigid time scheduled of the school. This method (demonstration method) consume a lot of time.

Discussion method

Discussion method is another method of teaching that lends itself to effective Islamic studies teaching and learning. Discussion is viewed here as an organized, predetermined procedure of teaching and not as part or element of another method. Macino Brown, (1982) in Jafaru (2015) surfaced in the course of the utilization of other teaching methods. Discussion is a consensus learning strategy in which participants put heads together and contribute worthwhile ideas or personal views that aid them arrive at a conclusion on the topic of discussion. In a discussion setting, the teacher should be an integral part of the discussion group placing himself somewhere in the discussion circle in such a way that the conventional teacher standing in front of the class and the students sitting facing the teacher arrangement was at ease. The picture of the discussion group is that of equals where a visitor would not at first sight identify who is the teacher? Physical setting of the discussion method would be of each discussants would easily see each other's face as the discussion progress. Sitting in a circle would be the most appropriate arrangement provided the number of students in the class in manageable groups. But where there is an explosion of student population in the classroom, such circle sitting arrangement becomes in operative due to lack of space, the teacher should organize the students into manageable discussion groups.

In a discussion in which only the teacher is knowledgeable in discussion skills, the teacher leads the discussion. But where some members of the discussion group have developed discussion skills like the teacher through participation in previous discussions, they should also be allowed to lead discussions. However, whoever leads the discussion must perform the following tasks: He should ensure that he has a fair grasp of the subject or topic of discussion, topic of discussion must not be interesting to attract the attention and interest of the students, they must be relevant to the students‟ needs.

In other words, the discussion topic must be tailored to the ability level of the students. For the effective participation of the members of the discussion group and for a meaningful discussion, each member of the group must be informed about the topic of discussion so as to prepare for the

discussion. Hyman (1980) in Rahman et al (2011),highlighted that discussion is used to arrive at the solution of problems and is characteristics of democratic societies. It occurs in a group form and usually involves six to ten persons. These persons perform one of two roles: leader-moderator who is typically the teacher, and participant: typically the students. Participants use the time to communicate with each other. Another student follows the group leader addresses his/ her remark to the whole group and each group member has the right to speak.Effective participation in the discussion entails that the group has prerequisite knowledge of the topic under discussion. The topic for discussion must be clearly defined by the discussion leader and to ensure that, the discussion is within the confines of the topic being discussed. If a discussion deviates from the topic, the discussant should be courteously brought back to the discussion in such a way that he does not take offence and create a scene through quarreling or fighting which may disrupt the discussion or disorganize the group. If the discussion is tending towards wrong conclusion, the discussion leader should make an input by clarifying issues or by asking leading questions that would bring about discussants into thinking along the right direction. Finally, discussion, conclusions reached should be re-stated in order to acquaint the discussants or participants with the decision of the discussion group in the case of doubts.

2.2.3.7 Challenges of the implementation of Islamic studies curriculum

Curriculum implementation, according to Okello and Kagoire (1996) in Mkandawire (2010) opined that curriculum implementation is a network of varying activities involved in translating curriculum designs into classroom activities and changing people's attitudes to accept and participate in these activities. However, curriculum implementers (teachers, head teachers, standard officers and others) are faced with barriers which hinder the successful implementation of the curriculum in which Islamic studies is included. The following are the challenges of Islamic studies curriculum implementation.

Limited funding

It is very difficult to implement a curriculum successfully if the education system has limited funding capacities. Under funding raise a lot of other implications on the part of curriculum. The economy of a nation will determine the success of curriculum implementation. In developing countries, the numbers of pupils and teachers have kept on rising but government money available for education is less. Since manpower in the education sector has increased, the bulk of money allocated to education is absorbed by salaries leaving very little for teaching materials, books, in-service training, monitoring and other things needed for the smooth implementation of the curriculum. In the absence of teaching and learning materials, the teaching and learning of Islamic studies will be hampered and if standard officers do not go out to evaluate, it will be difficult to know whether the curriculum is being effectively implemented or not. Although the government introduced tuition fees in secondary schools and higher institutions of learning to cushion the dwindling resources, the move has had little impact as most learning institutions are still experiencing liquidity problems. This has had a negative effect on Islamic studies curriculum implementation as well.

Unavailability of school facilities and equipment

Unavailability of school facilities and equipment like classrooms, libraries, resource centers, offices, desks, schools halls and others. The fact that the education sector is underfunded by the government means that the availability and quality of facilities in learning institutions is affected negatively. It has been observed that in most government schools in Nigeria with an exception of the newly built, infrastructure is in a deplorable condition, most of the school buildings are dilapidated, unsafe and sometimes unusable. In certain instances, some schools have inadequate classroom, which gives rise to double shift in order to give all eligible children an opportunity to learn. Meanwhile, some schools, especially in remote areas, have no buildings at all. Furniture is also inadequate in most schools and in some cases the seats and desks are battered or totally absent.

Teaching and learning resources

Teaching and learning resources are also a challenge. There is limited procurement and supply of these resources in schools. Instructional materials and equipment are all in short supply or may not be available at all, no current textbooks, no chalk, inadequate or out of-date library materials. Worse still, with population explosion, classrooms are overcrowded and learners are made to share whatever little stocks of material and furniture available. In such situations, teaching effectiveness in hampered and it becomes almost impossible for the teacher to render individual pupil attention because of large numbers of pupils in classes (over enrolment). This kind of situation in institutions of learning will make it very difficult for Islamic studies curriculum implementers to carry out their roles effectively.

Quality and quantity of teaching staff

Quality and quantity of teaching staff to meet the expectations of pupils and the society is another impediment of Islamic studies education. Teachers are the most important human resource in curriculum implementation since they are the ones who adopt and implement the ideas and aspirations of the designers. This implies that success of the curriculum depends on the teachers. Sufficient supply of trained teachers is therefore, needed if the implementation of the Islamic studies curriculum is to be effective. In Nigeria, however, learning institutions have been for a long time experiencing a shortage of the teaching staff and the rural areas are the most affected since teachers shun those areas. Teacher pupil ratio is too high and in some cases, untrained teachers are involved. When a school does not have enough teachers, the few that are there, were overloaded, hence they are overworked which in turn affects their capacity to teach effectively.

Okello and Kagoire (1996) in Mkandawire (2010) maintained that the quality of education of a country largely depends on the quality of teachers. In other words, the quality of education is as good as the quality of teacher. If the quality of teachers is poor, the quality of education will be poor. What this means, therefore is that the quality of teachers will determine the effectiveness of curriculum implementation. Some Islamic studies teachers fail to perform effectively despite they are

being fully qualified because they are either not well educated or trained or they are well-educated and trained but demoralized. While the ill trained teachers lack subject matter and the well trained teachers fail to implement the curriculum out of frustration because he has not been given the material resources needed for the professional discharge of his duties.

Poor condition of service

Poor condition of service for Islamic studies teachers is another challenge. In the same vein, poor salaries, no housing and general poor conditions of service also demoralize the Islamic studies teachers who may resort to go into private and commercial enterprises to supplement meager salaries. If various education policies and programmes are to be effectively implemented, teachers ought to be adequately trained and motivated, after preservice training which provides foundation for professional service. Teachers need to keep abreast with new developments in the system through in-service training.

Frequent turnover of teachers

The frequent turnover of teachers is caused by so many factors. One factor that plays a primary role is the excessive number of temporary and or part time teachers. For example, Youth Corps are posted to secondary schools across the country. They teach for less than a year and a new set of corps members replace them. There is no time to settle into the system and work with the curriculum properly. Also, a host of these temporary teachers are usually not dedicated, while others don't have the zeal and skill to teach.

Inflexibility

The inflexibility of curriculum in Nigeria makes it difficult for teachers and students to properly optimize them. Different regions have different conditions and when the curriculum cannot work in any of them, a problem starts up.

Unwelcoming attitude to change

Some teachers are used to contents and methods they previously taught their subject. This makes it difficult to implement a new curriculum. For example, with the introduction of teaching the

Qur'anic verses and hadith text in purely Arabic language and stopped the use of transliteration as it does not has unique and standard way of usage consequently leads students to write according to their languages and dialects. Some Islamic studies teachers, who have been teaching all their life, would still cling to the old contents and methods of teaching.

2.2.4Concept of learning styles

Learning styles refer to a range of competing and contested theories that aim to account for differences in individuals' learning. These theories propose that all people can be classified according to their 'style' of learning, although the various theories present differing views on how the styles should be defined and categorized. A common concept is that individuals differ in how they learn (Willingham, Hughes &Dobolyi 2015). The idea of individualized learning styles became popular in the 1970s and has greatly influenced education despite the criticism that the idea has received from some researchers (Pashler, McDaniel, Rohrer, & Bjork, 2008). Proponents recommend that teachers assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style (Pritchard 2014). Although there is ample evidence that individuals express preferences for how they prefer to receive information (Pashler, McDaniel, Rohrer, & Bjork, 2008) few studies have found any validity in using learning styles in education (Willingham, Hughes &Dobolyi 2015). Critics say there is no consistent evidence that identify an individual student's learning style, and teaching for specific learning styles, produces better student's outcomes (Pashler, McDaniel, Rohrer, & Bjork, 2008).

2.2.4.1Modes of Learning

Rumelhartand Norman around 1970s proposed that there are three modes of learning: accretion, structuring and tuning. Accretion is the addition of new knowledge to existing memory.

Structuring involves the formation of new conceptual structures or schema. Tuning is the adjustment of knowledge to a specific task usually through practice. Accretion is the most common form of learning; structuring occurs much less frequently and requires considerable effort; tuning is the slowest form of learning and accounts for expert performance.

Restructuring involves some form of reflection or insight (i.e metacognition) and may correspond to a plateau in performance. On the other hand, tuning often represents automatic behavior that is not available to reflection (e.g., learning procedures). Around 1981 they also extended their model to include analogical processes: a new schema is created by modeling it on an existing schema and then modifying it based upon further experiences.

This is a general model for human learning, although it was originally proposed in the context of language learning. Theexample of learning morse code. Initial learning of the code is the process of accretion. Learning to recognize sequences or full words represents restructuring. The gradual increase in translation or transmission speed indicates the process of tuning. Instruction must be designed to accommodate different modes of learning.

Practice activities affect the refinement of skills but not necessarily the initial acquisition of knowledge.

2.2.4.2Learning styles graph

Many people recognize that each person prefers different learning styles and techniques. Learning styles group common ways that people learn. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. There is no right mix. Nor are your styles fixed. Learners can develop ability in less dominant styles, as well as further develop styles that they already use well.

Using multiple learning styles and multiple intelligences for learning is a relatively new approach. This approach is one that educators have only recently started to recognize. Traditional schooling used (and continues to use) mainly linguistic and logical teaching methods. It also uses a limited range of learning and teaching techniques. Many schools still rely on classroom and book-based teaching, much repetition, and pressured exams for reinforcement and review. A result is that many people often label those who use these learning styles and techniques as bright. Those who use less favored learning styles often find themselves in lower classes, with various not-so-complimentary labels and sometimes lower quality teaching. This can create positive and negative spirals that reinforce the belief that one is "smart" or "dumb". When learners recognize and understand their own learning styles, they can use techniques better suited to them. This improves the speed and quality of your learning.

2.2.4.3The Seven Learning Styles

Visual (spatial): You prefer using pictures, images, and spatial understanding.

Aural (auditory-musical): You prefer using sound and music.

Verbal (linguistic): You prefer using words, both in speech and writing.

Physical (kinesthetic): You prefer using your body, hands and sense of touch.

Logical (mathematical): You prefer using logic, reasoning and systems.

Social (interpersonal): You prefer to learn in groups or with other people.

Solitary (intrapersonal): You prefer to work alone and use self-study.

Your learning styles have more influence than you may realize. Your preferred styles guide the way you learn. They also change the way you internally represent experiences, the way you recall information, and even the words you choose.

2.2.4.4Overview of David Kolb's Learning Model

David A. Kolb's model is based on his experiential learning model, as explained in his book Experiential Learning. Kolb's model outlines two related approaches toward grasping experience: Concrete Experience and Abstract Conceptualization, as well as two related approaches toward transforming experience: Reflective Observation and Active Experimentation (Kolb, 2015). According to Kolb's model, the ideal learning process engages all four of these modes in response to situational demands; they form a learning cycle from experience to observation to conceptualization to experimentation and back to experience. In order for learning to be effective, Kolb postulated, all four of these approaches must be incorporated. As individuals attempt to use all four approaches, they may tend to develop strengths in one experience-grasping approach and one experience-transforming approach, leading them to prefer one of the following four learning styles:

Accommodator: Concrete Experience + Active Experiment: strong in "hands-on" practical doing (e.g., physical therapists)

Converger: Abstract Conceptualization + Active Experiment: strong in practical "hands-on" application of theories (e.g., engineers)

Diverger: Concrete Experience + Reflective Observation: strong in imaginative ability and discussion (e.g., social workers)

Assimilator: Abstract Conceptualization + Reflective Observation: strong in inductive reasoning and creation of theories (e.g., philosophers).

Kolb's model gave rise to the Learning Style Inventory, an assessment method used to determine an individual's learning style. According to this model, individuals may exhibit a preference for one of the four styles: Accommodating, Converging, Diverging and Assimilating depending on their approach to learning in Kolb's experiential learning model (Kolb, 2015).

Although Kolb's model is widely accepted with substantial empirical support and has been revised over the years, a 2013 study pointed out that Kolb's Learning Style Inventory, among its other weaknesses, incorrectly dichotomizes individuals on the abstract/concrete and reflective/action dimensions of experiential learning (in much the same way as the Myers-Briggs Type Indicator does in a different context), and proposed instead that these dimensions be treated as continuous rather than dichotomous/binary variables (Manolis, Burns, Assudani&Chinta, 2013).

2.2.4.5 Overview of Learning Style Inventory

The Learning Style Inventory (LSI) is connected with David A. Kolb's model and is used to determine a student's learning style (Kolb, 2015). Previous versions of the LSI have been criticized for problems with validity, reliability, and other issues (Manolis, Burns, Assudani&Chinta, 2013; andMetallidou&Platsidou, 2008). Version 4 of the Learning Style Inventory replaces the four learning styles of previous versions with nine new learning styles: initiating, experiencing, imagining, reflecting, analyzing, thinking, deciding, acting, and balancing. The LSI is intended to help employees or students "understand how their learning style impacts upon problem solving, teamwork, handling conflict, communication and career choice; develop more learning flexibility; find out why teams work well or badly together; strengthen their overall learning".

A completely different Learning Styles Inventory is associated with a binary division of learning styles was developed by Richard Felder and Linda Silverman around 1988. In Felder and Silverman's model, learning styles are a balance between pairs of extremes such as: Active/Reflective, Sensing/Intuitive, Verbal/Visual, and Sequential/Global. Students receive four scores describing these balances (Soloman& Felder, 2012). Like the LSI mentioned above, this inventory provides overviews and synopses for teachers.

2.2.4.6 Overview of NASSP Learning Style Profile

The NASSP Learning Style Profile (LSP) is a second-generation instrument for the diagnosis of student cognitive styles, perceptual responses, and study and instructional preferences (Keefe & Monk, 2008). The LSP is a diagnostic tool intended as the basis for comprehensive style assessment with students in the sixth to twelfth grades. It was developed by the National Association of Secondary School Principals research department in conjunction with a national task force of learning style experts. The Profile was developed in four phases with initial work undertaken at the University of Vermont (cognitive elements), Ohio State University (affective elements), and St. John's University (physiological/environmental elements). Rigid validation and normative studies were conducted using factor analytic methods to ensure strong construct validity and subscale independence.

The LSP contains 23 scales representing four higher order factors: cognitive styles, perceptual responses, study preferences and instructional preferences (the affective and physiological elements). The LSP scales are: analytic skill, spatial skill, discrimination skill, categorizing skill, sequential processing skill, simultaneous processing skill, memory skill, perceptual response: visual, perceptual response: auditory, perceptual response: emotive, persistence orientation, verbal risk orientation, verbal-spatial preference, manipulative preference, study time preference: early morning, study time preference: late morning, study time preference: afternoon, study time preference: evening, grouping preference, posture preference, mobility preference, sound preference, lighting preference, temperature preference (Keefe & Monk, 2008).

2.3 Theoretical Framework

The theory of the Zone of Proximal Development (ZPD) has principally guided this study as it advocates that students alone cannot solve a particular kind of problem on his/her own but can do so with assistance for him/her to move to the next level of knowledge. Differentiated instruction looks into individual learners‟ needs and interest and consequently gives that assistance to learners at different level according to individual needs in corporation with scaffolding instructional approach.

Other theories that support this study are theories of multiple intelligence; constructivist theories; and theories of learning style.

2.3.1 Theory of the Zone of Proximal Development (ZPD)

Differentiated instruction draws on the theories of Lev Vygotsky, and in particular on the theory of the Zone of Proximal Development (ZPD). Within the ZPD, the student may not yet be capable of solving a particular kind of problem on his or her own, but can do so with assistance and is supported to move on to another level of knowledge. The instructional approach that provides such support at the right times in the student's cognitive development, that is, at the times that the student is "ready to learn" is called "scaffolding". Scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and ultimately greater independence in the learning process. Teachers provide successive level of temporary support that help students reach higher level of comprehension and skill acquisition that they will not be able to achieve without assistance. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed and the teachers gradually shift more responsibility over the learning process to students.

In differentiated instruction, teachers scaffold and tailor instruction to individual students‟ needs and understanding, providing the emotional support and opportunities for practice they need. In differentiating instruction according to students' interests, a teacher attempts to increase the likelihood that any given lesson or project is highly engaging and personally meaningful for each student in the class. Teachers who know students' interests can vary projects, themes, and examples used in instruction to reflect those interests. Students‟ learning styles and preferences influence their "learning profile". Understanding how students learn best enables teachers to differentiate instruction effectively. Students may be better at internalizing, processing, and communicating information through auditory, visual, tactile, or kinesthetic modes or learning styles.

2.3.2 Theories of learning style

Theories of learning style variations are based on the idea that individuals have a tendency to both perceive and process information differently (McCarthy & McCarthy, 2006). The need to match learning tasks to the student's level of education was demonstrated in early studies by Fisher et al. (1980) in Kelley (2011). These studies concluded that students who were given learning activities that were not challenging resulted in low involvement and a lessening of concentration. Students who were given tasks too difficult for their skill levels resulted in low achievement and low feelings of self-worth. Again, Tomlinson (2008) demonstrated that the complexity or level of independence required to complete a task can enhance both student achievement and student attitudes. Under Constructivist Theory the student actively constructs knowledge based on prior experience. Instruction is then based on the development of the students.

Differentiated instruction relies heavily on this theory. It focuses on each student's readiness, interests, and learning styles. Teachers assess preparedness of the student and begin the teaching facilitation at the level where the student currently functions. The teacher's support diminishes as the student's competencies increase.

Tomlinson and Imbeau (2010) stated that teachers need to address the learning profile of the student; that is, determining how a student best processes information and ideas is an important part of differentiation. This includes learning style, gender, culture, and intelligence preferences. Grigorenko and Sternberg (1997) in Kelley (2011) concluded students need to be matched to instruction that best compares with their learning patterns. When matched, they achieve significantly better comparable to students whose instruction is not matched. They also found that even a minimal amount of differentiation made a difference in student achievement. As indicated earlier, implementing differentiated instruction is not an easy task but one that is necessary.

To sustain the effectiveness of a differentiated instructional approach, it is critical to conduct ongoing, authentic assessment, and then to adjust strategies and resources according to the assessment results.

Differentiate Content

Vary content provides content at different levels of difficulty; enable students to extend knowledge and skills to suit student readiness, interests, motivational needs, and learning styles. Unpack the big ideas of the curriculum to create achievable learning goals. Introduce new learning and pose open questions as appropriate to the student's zone of proximal development (ZPD).

Differentiate Process

This creates an avenue for various assessment strategies to match students' strengths, learning style preferences, interests, and readiness; using various types of learning activities and various grouping strategies to draw on students‟ strengths and provide support in areas that need improvement; using a variety of instructional and management strategies that engage all modalities; providing students with opportunities to choose from an array of activities and projects that involve differentiated processes; monitoring students' response to the differentiated strategies used, and assess their progress on a regular basis; and providing the accommodations and/or modifications that are specified in the IEPs of students who have special education needs.

Differentiate Product

This is possible through Gathering achievement data through various assessment tools; engaging students‟ interest by involving them in various different types of projects and problem-solving activities; and fostering students‟ awareness of their strengths in learning, and their sense of ownership of their learning, by allowing them to choose the products they will create and the formats or modes of presentation they will use.

2.4 Empirical Studies

Studies have been conducted in an attempt to evaluate the effects of differentiated instructionon teaching and learning. Below are reviews of some empirical studies that are related to this study. It aims at identifying similarities, differences and to fill-in the existing gaps left by other studies.

Koeze (2007) conducted a research on differentiated instruction: the effects on students' achievement in an elementary school. The researcher used both qualitative and quantitative method of collecting data which he claimed best suited the study. Qualitative data collection was first conducted as a means to outline broad relationships from the data. Results from the quantitative findings guided the researcher on how to structure the qualitative design. From the broad relationships discovered through the quantitative measures, qualitative methods were used to explore these broad relationships further and search for explanation that could be unveiled only by classroom observations and interviews. Instead of collecting seven sets of classroom data, two groups were established: classrooms whose teachers received differentiation training and classrooms whose teachers did not receive the training. The quantitative data collection involved the students and teachers survey documents (questionnaire) and the collection of mean score (t-test).

Findings from this study indicated that there were many different interpretations of differentiated instruction even for the teachers who attended professional development in this area. The findings also solidified the idea that using a mixed method approach to data collection and interpreting the qualitative data through the philosophical and interpretative orientation of symbolic interactionism was the appropriate methodology for the study. The quantitative data informed the findings that were statistically relevant, and the qualitative data helped to define the "why". The study also concluded that teachers who differentiated by the use of choice chart increased achievement in reading. Interview and observation concluded that the concept of learning style was used as a choice in product and process within these classrooms on a frequent basis and also have impact on the students' interest and motivation in class.

The research is similar to this one as both used differentiated instruction as independent variable. They differ in all other aspects of research, the research conducted to find out whether differentiated instruction leads to increase students‟ achievement and does this depend on gender or poverty and to discover the components of differentiated instruction that have a greater impact on students‟ achievement than others, primary students were used in Michigan (Europe), mathematics

and English language were used as subject, quasi-experimental, observation and interview were employed leading to the used of t-test, classroom observation and open-ended questionnaire as instruments with population of five hundred and ninety-nine (599) and three hundred and three (303) as sample population. While this study will purposively be conducted to determine the effect of differentiated instruction on the academic performance of Islamic studies students in Nigeria (Africa) using secondary school students, employing quasi-experimental design and t-test as instrument with target population of one thousand, two hundred and twenty-seven (1227) and one hundred and forty-six (146) respondents.

Sibbald, Rose and Bruce (2009) researched on using technology-based learning tool to differentiate instruction factors influencing students‟ assignment to multi-media learning object in Mathematics. The researchers used survey design and administer t-test and questionnaire. The findings of the study revealed that a particular technology, fractions Critical Learning Instructional Path Supports (CLIPS), contributed to teachers' ability to differentiate instruction, a practice that school improvement proponents strongly recommended: the criteria that guided teachers‟ decision-making, inferred from the characteristics of students who completed CLIPS, were compatible with the research findings; teachers assigning more males than females to CLIPS is a concern, but predictable given research indicating that males continue to be more comfortable with technology than females and consequently having higher academic performance.

The research is similar to this one as were conducted on differentiated instruction as independent variable and at the same level of secondary school. Still differences exist as the research was conducted to determine how using technology-based learning tool to differentiated instruction influences students‟ assignment to multimedia learning object in mathematics, it used survey research design and questionnaire as instrument, used mathematics as subject and conducted in Europe. While the present one is conducting to determine the effect of differentiated instruction on students' academic performance, using quasi-experimental research design and t-test as instrument,

Islamic studies as subject and is conducting in Africa with target population of one thousand, two hundred and twenty-seven (1227) and one hundred and forty-six (146) respondents.

Valiande and koutselini (2009) investigated the application and evaluation of differentiated instruction in mixed ability classroom. The researcher adopted quasi-experimental design where they provided materials for the experimental group in cooperation with the volunteer teachers (research assistance) and observed systematically their teaching by a Likert scale questionnaire on differentiated instruction. Students‟ academic performance was tested with two different tests they took prior to the research begging and two tests taken at the end of the research. The same tests were taken by the students of control group. Data was collected regarding the socio-economic status of the students and other family factors that may influence academic performance of students through a questionnaire filled in by the students. Data regarding self-image of students was also collected through Herter's Self-Perception Profile for Children (SPPC) to asses perceived competence in children by using a 36 item self-report scale that consist of five specific sub-scale (scholastic competence, social competence, athletic competence, physical appearance and behavioral conduct) and one global measure of self-worth. More data were collected through semi-constructed interview taken from the teachers and numerous students from the experimental group which mainly investigated the attitude and perceptions of students and teachers over differentiated instruction and gave them chance to present themselves freely on practices they liked and enjoyed: on difficulties, qualities and on the benefits they gained from the experience of differentiated instruction over the school year. In a nutshell, the research data was collected quantitatively through t-test and questionnaire; and qualitatively through observations and interview.

Findings that were available are those of qualitative research method collected through observation and interview, thus; teachers participated in the research reported that although they heard a lot about differentiated instruction none of them did not really knew how to practice differentiated instruction and most of them had serous misconceptions on what is differentiated instruction. Almost none of the teachers practice it in their classrooms and none of them received a

substantial training on differentiation, although it is an effective teaching approach in Cyprus's curriculum, teachers cherished it as an effective teaching approach but none of them differentiated their teaching. Some of the teachers reported to have used it in the past did not really differentiate their instruction but had the misconception, they did so by using different teaching methods, materials and activities. The findings of the research confirmed that volunteer teachers participated in the research were very enthusiastic and willing to bring a change in their way of teaching in order to overcome some serious difficulties in teaching in mixed ability schools. Their enthusiasm was shattered by their conservatism and their fears in changing routines they have been using over the years, they also seemed to fear losing control and failing to fulfill their teaching aims. With time and as training went on they realized that the proposed differentiated instruction viable teaching proposition and not another education trend, they practice it, their attitude changed and most of them took small steps that led them to a full scale differentiation. The image of the students actively engaged in the learning process, where everybody has his/her place.

The research is similar to this one in research design and instrument as both used quasi-experimental and t-test respectively.They differ in objectives as the research focused on investigating the level application and evaluation of differentiated instruction in mixed ability classroom while this one will focus on finding out the extent to which differentiated instruction affect academic performance of secondary school students. They also differ in level and location where the research was conducted using primary school students and Cyprus: Europe, using mathematics and English language as subject with total population of four hundred and ninety students. While the present study will be conducted using secondary school students in Nigeria; Africa, using Islamic studies as subject with target population of one thousand, two hundred and twenty-seven (1227) and one hundred and forty-six (146) respondents.

Karadag and Yasar (2010) Effects of differentiated instruction on students‟ attitudes towards Turkish courses: an action research. The study was designed as an action research, which involves

revealing the problems related to application process or systematical data collection and analysis to understand and solve present problem (It was revealed that the differentiated instruction approach had positive effects on the students' interest and attitudes.

The areas of similarity between the two researches are research design and instrument:

quasi-experimental and t-test respectively.They differ in other aspects of research: the research was conducted to determine the effect of differentiated instruction on students‟ attitudes toward Turkish course, it used primary school students in Turkey and Turkish language as the subject with total population of seventy (70) respondents. While the present one is conducting to determine the effect of differentiated instruction on academic performance, it used secondary school students in Nigeria and Islamic studies as subject with target population of one thousand, two hundred and twenty-seven (1227) and one hundred and forty-six (146) respondents.

Scardino (2011) investigated on the effects of differentiated instruction on understanding middle school science concepts. The researcher applied quasi-experimental design and used both qualitative and quantitative method of collecting. The researcher used two classes comprising forty-two (42) students in the pre-test and post-test: only one class of twenty-two (22) students participated in the journals while seven (7) students: four girls and three boys participated in interviews. Since all students have laptops in the class, each day the journal entries were typed and submitted in a google-doc. The researcher read and used rubrics to sort the entries into three categories: basic, on level and advanced. Eventually, comparing the quantitative data of the class as a whole by counting the number of students whose responses fit into each category based on students‟ ability to understand and apply new information as well as comparing qualitative data by typing of students statement that were representatives of each basic, on level and advanced category to determine students‟ readiness for upcoming lesson and their current level of understanding. Subsequently, the researcher compared the average test score of pre and post-tests to determine the

progress of students within each unit and lastly compared students‟ responses from their pre-unit and post-unit interview and recorded the amount of increase in their understanding.

The findings of the study are as follows: the researcher maintained that according to the data collected and analyzed as well as his personal reflection, differentiated instruction was not effective for his students as it requires more time and practice to develop effective understanding and management in order to design and implement it effectively. The research findings also encouraged that grouping students according to ability level or interest within classroom make students more comfortable, confident and motivated especially when they worked with those they had commonalities with. Finally differentiated instruction helped students learned concept more deeply when they were given more time to complete differentiated assignment. The two researches were similar as both employed similar research design and instrument: quasi experimental and t-test respectively. They differ in objectives as the former attempted to investigate the effect of differentiated instruction in understanding middle school science concepts while the later focused on determining the effect of differentiated instruction on academic performance. The researcher used primary school students in Hongkong and mathematics and science as subjects with population of one hundred and ten (110) and forty-two (42) sample population. While the latter is using secondary school students in Nigeria and Islamic studies as subject with target population of one thousand, two hundred and twenty-seven (1227) and one hundred and forty-six (146) respondents. They also differ in methodology and instruments of the research: the researcher used both quantitative and qualitative sources of data while this one restricted to only quantitative method of data collection.

Eze (2011) conducted research on the relationship between instructional strategies/teacher methodologies and student performance and its implication for school leaders. Data were collected from ten schools and a total sample of 51 teachers participated in the survey. Findings showed that administrators‟ post-observation conferences with teachers about the use of instruction strategy designed to include differentiated instruction, flexible grouping, and teaching for higher order thinking skills had the most significant relationship with student achievement in mathematics (r. =

.586), whereas students‟ responses to creative and different instructional strategies had the most significant relationship with student behavior (r = .5 90). Administrative supervision had no significant relationship with students‟ achievement in mathematics (r. = .243) or student behavior (r.= .183). There was no significant relationship between lesson planning and student behavior. There was also no significant relationship between the moderator variables: grade level, class size, students‟ socioeconomic status, and teacher experience and students‟ achievement in mathematics or student behavior.

The research is similar to this one as both focused on academic performance. They differ in the sense that the research was attempted to examine relationship between instructional strategies/teachers methodologies on students‟ performance, it used primary school students of Atlanta: Georgia, used mathematics as subject, ex post factor survey research design and questionnaire as instrument with total population seventy-two elementary school teachers as respondents. While the present one is attempting to determine the effect of differentiated instruction on academic performance, it used secondary school students in Nigeria with Islamic studies as subject, employed quasi-experimental design and used t-test as instrument with target population of one thousand, two hundred and twenty-seven (1227) and one hundred and forty-six (146) respondents.

Williams (2012) carried out research on the effect of differentiated instruction on standardized assessment performance of students in the middle school mathematics classroom. The researcher adopted quasi-experimental research design. Two independent five-week trials were conducted for this study. However, there was no evidence that the treatment group for the second research period incorporated any IWB activities or flipcharts. Evidence of differentiated activities was scarce for the treatment group, which may account for the variations in assessment results. The second independent research trial revealed that teachers in the control group had higher student scores than teachers in the treatment control, indicating the results from the initial research trial

were more valid, which demonstrated improved performance of students exposed to differentiated instruction.

The research is similar to this one as both focused on determining the effect of differentiated instruction on academic performance, employ quasi-experimental design and used t-test as instrument. They have areas of differences as the research was conducted using primary school students in United State of America (USA) with mathematics as subject and total population of eight hundred and ninety-one (891) respondents. While this study is using secondary school students in Nigeria with Islamic studies as subject with target population of one thousand, two hundred and twenty-seven (1227) and one hundred and forty-six (146) respondents.

Bautista (2012) conducted research on the effects of personalized instruction on the academic achievement of students in physics. The Quasi-Experimental Design (pretest-posttest control group design) was used in this study. This provided bases for the causal effect of the independent variable to the dependent variable involving experimental and control groups. The impact of the personalized instruction to the academic achievement of the students in Physics was also elucidated when grouped according to their Mathematical abilities Lottery was used to determine the two groups of the study. Classroom session was diminished for the experimental group to pave way for their own pace. Buzz group, as well as cooperative learning, were made. Buzz sessions and check points were made once a week or as the need arise. A module was also introduced to respond to their own pace of learning.

On the other hand, the customary instruction was made to the control group with the usual class session, ordinary assignment and individual seatwork and problem set both in the theory and laboratory rooms. The findings of the study indicated that the students in the experimental group performed better than their counterparts in the control group as evidenced by their post-test mean score, 13.761 vs 11.537; there is a highly significant effect of the personalized instruction to the academic achievement of the students in Physics, p-value < 0.001. Therefore, hypothesis 1 is rejected. This means that personalized instruction is an effective mechanism of increasing classroom efficiency.

Passive learners deserve special attention in this respect because they should be helped to develop more active learning strategies; there is no significant difference on the post-test mean scores of the respondents across their ability, p-value = 0.664. Therefore, hypothesis 2 is accepted; and there is a significant interaction between the method and mathematical ability of the students towards developing a better academic achievement, p-value = 0.047. Therefore, hypothesis 3 is rejected. This means that personalized instruction is a potent tool in reconstructing the academic learning environment across students‟ learning abilities.

The study is related with the present one, both focused on students' academic performance at secondary school level. The two researches have similar objectives as both focused on determining the effects of differentiated instruction/personalizing instruction on the academic performance, they employed similar research design, instrument and level: quasi-experimental design, t-test and secondary school students respectively. They have areas of differences location, subject and population: the former was conducted in Philippine (Europe) using physics as subject with population of seventy-eight (78) respondents. While the later was conducted in Nigeria (Africa) using Islamic studies as subject with target population of one thousand, two hundred and twenty-seven (1227) and one hundred and forty-six (146) respondents.

Aliakbari and haghighi (2014) conducted research on the impact of differentiated instruction strategy and traditional-based instruction on the reading comprehension Iranian EFL students. The study embodied two succeeding phases, two research designs. The first part of the study, a quasi-experimental: pre-test and post-test method employed. The second part, an open-ended questionnaire was distributed among students and teachers of the treatment groups. The first phase was conducted using quantitative approach and the second phase was implemented in qualitative approach. More emphasis was placed upon the quantitative part while lower weight was dedicated to the qualitative investigation.

The findings of the study revealed that implementing differentiated instruction had a noteworthy impact on the students‟ reading enhancement in grade 4, 5, and 7. In other words

differentiated significantly improved the students‟ academic performance in the elementary and intermediate levels. In contrast, no meaningful difference was found in the academic performance of the advanced level class in grade 11 and it reduces diversity in the elementary level classes as well as did not change the students‟ heterogeneity in the intermediate and advanced level classes.

The research is similar to this one as both centrally focused on differentiated instruction.They differ in other aspects. The research purposively conducted to practically implement and evaluate the effectiveness of differentiated instruction in promoting EFL students' reading comprehension and to investigate the teachers and students attitudes toward differentiated instruction. The researcher used primary school students in Iran (Asia) using English language as subject, quasi-experimental and open-ended questionnaire with population of seventy-five (75) respondents. While this one, was attempting to determine the effect of differentiated instruction on academic performance using secondary school students in Nigeria (Africa) and Islamic studies as subject. Quasi-experimental design was employed with t-test as instrument and the target population of one thousand, two hundred and twenty-seven (1227) and one hundred and forty-six (146) respondents.

Muthomi and Mbugua (2014) had investigated on the effects of differentiated instruction on secondary school students‟ achievement in Mathematics. The researchers used quasi-experimental design that allows researchers to randomly select sample from the population and they do not require random assignment of individual cases to the comparison group. They also used in particular Solomon four-group design, which is appropriate for both experimental and quasi-experimental studies and it is the most rigorous design that can be used in quantitative studies for it involved two control groups as compared to other experimental groups. Group E1 received pre-test (O1), treatment (X) and post-test (O2). Group C1 received pre-test (O3), no treatment and post-test (O4). Group E2 received no pre-test but treatment (X) and post-test (O5). Group C2 received only post-test (O6). The pre-test O5 and O6 rule out any interaction between testing and treatment. Stratified random sampling technique was used to select the participating schools and gender was used as the

criteria for stratifying the population. The instrument used was Mathematics Achievement test (MAT).

The findings of the study demonstrated that differentiated instruction is of more beneficial in improving academic scores. It was also determined that also determine through examining the data collected using differentiated instruction does have a positive effect on students achievement and maintained that students who were taught using differentiated instruction performed better than those taught using instruction approach.

The research and this one have similar objectives as both focused on determining whether there is differences in achievement between the students that are exposed to differentiated instruction and those exposed to conventional instructional approach, both used quasi-experimental research design and t-test as instrument, they used secondary school students in Africa (Kenya and Nigeria). They differ as the research used mathematics as subject and population of three hundred and seventy-four (374) respondents. While this study used Islamic studies as subject with target population of one thousand, two hundred and twenty-seven (1227) and one hundred and forty-six (146) respondents.

Mulder (2014) conducted research on the effect of differentiated instruction on student mathematics achievement in primary school classrooms. The instrument used for the observations was developed for this study, partly based on the theoretical framework and partly based on the ICALT observation instrument from Van de Grift. Student mathematics achievement was measured through CITO mathematics test results. Multi-level analyses were performed to identify the effect of differentiated instruction on student mathematics achievement. Results showed that differentiated instruction has no statistically significant effect on student mathematics achievement, which was against expectations. The relationship between differentiated instruction and mathematics achievement was positive, which means that the more the teacher differentiates, the higher the mathematics achievement of the students was. However, this can also be due to chance. This result may be due to the low variation between the extent of differentiated instruction provided by the

teachers. The low variation may have been influenced by the way the data was collected. The conducted evaluations of teacher behavior were quite strict, making it difficult for teachers to obtain sufficient scores on providing differentiated instruction. Another reason for the low variation between teachers may have been the selection of the schools that was made by Focus staff. Focus staff selected strong, average and weak achievement-oriented approach schools to promote variation between the schools. However, this selection tells nothing about individual teachers within schools. If schools are selected as weak achievement-oriented schools, there is still much variation possible in the abilities of teachers within those schools.

Results also showed that below-average students received statically significant more differentiated instruction than above-average student from teachers. Furthermore, results showed that providing above-average students extra challenge and evaluating the learning of students during the processing of the learning content, have the strongest positive influence on student mathematics achievement. This means that the more the teachers challenges above-average students, and the more the teachers evaluates the learning of the students, the higher the student mathematics achievement was. However, no statistically significant effect was found for that, so these results can also be due to chance. In future research, to increase variation between teachers on providing differentiated instruction, the scoring system of the observation instrument has to be changed, making it is more easier for teachers to achieve sufficient scores on providing differentiated instruction.

The areas of similarity between the two researches are differentiated instruction and students performance respectively.They differ in other aspects of research methodology as this was conducted to determine the strategies that support differentiated instruction on both teachers and students attitudes toward teaching and learning. While the present one is conducting to determine the effect of differentiated instruction on academic performance, it used secondary school students in Nigeria and Islamic studies as subject with target population of one thousand, two hundred and twenty-seven (1227) and one hundred and forty-six (146) respondents.

Simmons (2015) conducted research on the impact of differentiated instruction on student reading level throughout the response to intervention model. The focus of this study was on the impact that differentiated instruction within tiers one and two of the response to intervention model on students' reading level and interest in literature. To measure their growth and development in regard to reading, the researcher provided the Developmental Reading Assessment, second edition (DRA2). This study took place within the intermediate classroom which is located in a suburban district in upstate New York. The classroom was an inclusive setting with students with disabilities including Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, and Learning Disabilities. The study took place during one of the sections of English Language Arts that the researcher used to teach daily for an eighty minute time block. The class involved in the study was chosen because there are multiple students who qualified for being within tier two of the Response to Intervention (RTI) model. These are students who, in the previous year, did not meet state-wide and district level benchmarks in terms of English Language Arts. Because of this, these students were chosen to receive academic intervention services (AIS) by one of two reading specialists every other day. However, due to various circumstances, not all of the selected students received AIS. The study focused on the growth made in reading by five students, three who received academic intervention services, and two who did not.

The two researches have similar objectives as both focused on determining the effects of differentiated instruction/personalizing instruction on the academic performance, they employed similar research design, instrument and level: quasi-experimental design, t-test and secondary school students respectively. They have areas of differences location, subject and population: the former was conducted in New York (Europe) using English language as subject with population of five (5) respondents. While the later was conducted in Nigeria (Africa) using Islamic studies as subject with target population of one thousand, two hundred and twenty-seven (1227) and one hundred and forty-six (146) respondents.They have areas of differences location, subject and population: the former was conducted in New York (Europe) using English language as subject with population of five

(5) respondents. While the later was conducted in Nigeria (Africa) using Islamic studies as subject with target population of one thousand, two hundred and twenty-seven (1227) and one hundred and forty-six (146) respondents.

Ngami (2015) conducted research on the topic the effects of differentiated instruction on students‟ achievement in Mathematics by gender in secondary schools in Meru County in Kenya. The study involved quasi-experimental design that does not allow researchers to randomly select sample from population and they don't require the random assignment of individual cases to the comparison group. The researcher also used Solomon-four-group design which is appropriate for experimental and quasi-experimental studies and also the most rigorous design that can be used in quantitative studies as it involves two control groups (C1 and C2) comparing to other experimental groups (E1 and E2). The experimental and control groups were from different schools to avoid interaction of subjects. Group E1 received pretest (O1), experiment (X) and post-test (O2). Group C1 received pre-test (O3), no treatment and post-test (O4). Group E2 received no pre-test but received treatment (X) and post-test (O5). Group C2 received only post-test (O6). The post-test O5 and O6 rule out any interaction between testing and treatment within the treatment condition, there was a group that is pretested (E1) and the one that was not.

The findings show that boys in experimental group had the mean score of 66.70 and 34.53 in control group. Meanwhile, girls in the experimental group had 69.62 mean score and 33.22 in control group. The mean score for the experimental groups that was exposed to differentiated instruction was almost twice that of control groups that was exposed to conventional method in both cases of boys and girls. This implies that there was a difference in achievement, when boys and girls were exposed to differentiated instruction.

The research is similar with this one as both conducted in Kenya and Nigeria (Africa), they also employ similar research design and instrument: quasi-experimental and t-test respectively. They differ from objective as the research was purposefully conducted to determine whether there is a difference in achievement by gender between students that exposed to differentiated instruction and

those exposed to conventional instructional approach while this one was to find out the extent to which differentiated instruction affect academic performance. The first one also conducted using primary school students and mathematics as subject with total population of three hundred and seventy-four (374) while this one will be conducted using secondary school students and Islamic studies as subject with target population of one thousand, two hundred and twenty-seven (1227) and one hundred and forty-six (146) respondents.

Rita, Aranda and Zamora (2016) carried out a research on using differentiated instruction in improving academic performance of students in Pilipino language. The researcher used quasi-experimental design in comparing two variables: the control and experimental groups using pre-test and post-test to determine the effectiveness of differentiated instruction in terms of improving the academic performance of the students in experimental group. Non-equivalent group design using purposive sampling technique and employed two groups using two sections, homogeneous in nature.

The findings revealed that students in experimental group had an increase in their academic performance in their post-test. And it also noted that students performed better when differentiated instruction was administered.

The research is similar to this one as their purposes were to investigate the effectiveness of differentiated instruction on the academic performance of students. They also used similar research design and instrument that is quasi-experimental design and t-test respectively and used secondary school as level.They differ as the former was conducted in Philippine using Filipino language as the subject with total population of four hundred and thirty-four (434) and sample population of ninety-two (92) respondents. While this research will be conducted in Nigeria, using Islamic studies as subject with target population of one thousand, two hundred and twenty-seven (1227) and one hundred and forty-six (146) respondents.

Taylor (2017)Contested Knowledge: A Critical Review of the Concept of Differentiation in Teaching and Learning.The unevenness of differentiation is most apparent in attempts to improve the

attainment of individual students and tailoring the curriculum to meet their needs. Even though differentiation appears to be a successful framework on the surface level, with deeper analysis, it is rather difficult to quantify the real benefits, as non-school factors such as the influence of culture, socio-economic background, gender, ability/disability, language and social class have an effect on the outcome of learners' educational achievement. Consideration of factors such as these on individual students could provide greater insights and help schools build a platform for more inclusive differentiated learning. This paper suggests that, for differentiation to be successful, teachers should make accommodation for learners' varied levels, needs and backgrounds. Moreover, this paper highlights the need for more research-led strategies aimed at closing the attainment gap among learners, particularly where differentiation fails to challenge existing learning paradigms.

The two researches have similar objectives as both focused on determining the effects of differentiated instruction/personalizing instruction on the academic performance, they employed similar research design, instrument and level: quasi-experimental design, t-test and secondary school students respectively. They have areas of differences location, subject and population: the former was conducted in Newyork (Europe) using English language as subject with population of five (5) respondents. While the later was conducted in Nigeria (Africa) using Islamic studies as subject with target population of one thousand, two hundred and twenty-seven (1227) and one hundred and forty-six (146) respondents

2.4.1 Summary and uniqueness of the study

The literature review provided the necessary information to understand what a true differentiated classroom consists of. Many practices are part of a differentiated classroom. By developing an understanding of these practices, the researcher was able to develop a clear picture of what information to include on research instruments and what to look for during classroom observations.

Koeze (2007).They differ in all other aspects of research, the research conducted to find out whether differentiated instruction leads to increase students‟ achievement and does this depend on gender or poverty and to discover the components of differentiated instruction that have a greater impact on students‟ achievement than others, primary students were used in Michigan (Europe), mathematics and English language were used as subject, quasi-experimental, observation and interview were employed leading to the used of t-test, classroom observation and open-ended questionnaire as instruments with population of five hundred and ninety-nine (599) and three hundred and three (303) as sample population. While this study will purposively be conducted to determine the effect of differentiated instruction on the academic performance of Islamic studies students in Nigeria (Africa) using secondary school students, employing quasi-experimental design and t-test as instrument with target population of one thousand, two hundred and twenty-seven (1227) and one hundred and forty-six (146) respondents.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter described the methodology that was used in carrying out this research under the following sub-headings: research design; population of the study, sample size and sampling techniques, instrumentation, validity of the instrument, pilot study, reliability of the instrument, procedures for data collection and procedures for data analysis.

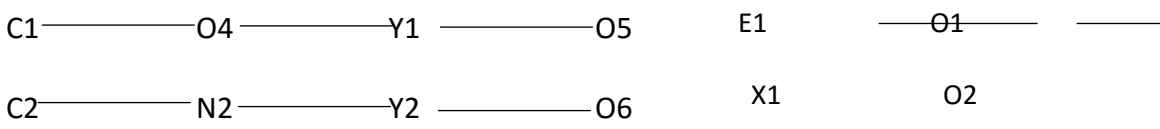
3.2 Research design

The study adopted Quasi-experimental research design. This type of research permits researcher to randomly select sample from the population. The choice of quasi-experimental research design in this study was supported by Ali (2006) cited in Martins-Omole(2015) who observed that among other conditions, when subjects for a study are selected and randomization of subject is not visible, rather intact classes are used in quasi-experimental research.

The groups were divided into four experimental and control groups. Only two groups of experimental (E1) and control (C1) were pre-tested using Islamic Studies Differentiated Instruction Performance Test (ISDIPT) with the aim of determining their nonequivalent level. The experimental groups (E1 and E2) were exposed to treatment (that is, teaching using differentiated instruction strategy). While the two control groups (C1 and C2) were exposed to the same content but using conventional method of teaching. The teaching of the students lasted for eight weeks. After the treatment, the four groups were then post-tested using ISDIPT to observe if there were any differences in the academic performance of the four groups.

Research Design Illustration

E2 ——————— N1 ——————— X2 ——————— O3



KEYS:

E1= Experimental group 1(Differentiated Instruction)

E2= Experimental group 2 (Differentiated Instruction)

C1= control group 1(conventional method)

C2= control group 2 (conventional method)

O1= pre-test

O2= post test

O3= post test

O4= pre-test

O5= post test

O6= post test

X1= treatment with differentiated instruction for E1 X2= treatment with differentiated instruction for E2

N1= no pre-test for E2

N2= no pre-test for C2

Y1= treatment with conventional method for C1

Y2= treatment with conventional method for C2

The various combinations of tested and untested groups with experimental and control groups allow the researcher to ensure that confounding variables and extraneous factors have not influenced the results (Spector, 1981)in Martins-Omole (2015). The pre-test and post-test were

treated as a normal tests to be administered to students. The experimental and control groups were from different schools to avoid interaction of subjects. The students were taught by the researcher in order to get reliable results.

3.3 Population of the Study

The population for this study consisted of all senior secondary II students of Islamic studies in Zaria educational zone, Ministry of education, science and technology, Kaduna state. There are twenty-nine (29) senior secondary schools in the study area with the total number of six thousand, six hundred and nine (6609) senior secondary II students offering Islamic studies. From the information obtained, there were four thousand (4000) male students and two thousand, six hundred and nine (2609) female students as at 2018/2019 academic session. See table 3.3.1 for the population distribution of students in the schools under the jurisdiction of the zone.

TABLE 1: The population distribution of male and female Islamic studies students for this study

S/N	SCHOOL	MALE STUDENTS POP	FEMALE STUDS POP	POP .OF STUDENTS

1	Alhudahuda College	670		670
2	Barewa College	426		426
3	Commercial College	30	32	62
4	Kufena College	143		143
5	Govment Girls Secondary School Zaria		334	334
6	Government Girls Secondary School KofanGayan		275	275
7	Government Secondary School KofanKuyambana	266	89	355
8	Government Secondary School Dakace	144	66	210
9	Government Secondary School Likoro	41	11	52
10	Government Secondary School Yakasai	48	09	57
11	school of Islamic studies and Arabic secondary school (A)	67	06	73
12	school of Islamic studies and Arabic secondary school (B)	109	110	219
13	Government Secondary School Kugu	59	16	75
14	Government Secondary School Gyallesu	204	121	325
15	Government Secondary School Awai	25		25
16	Government Secondary School Bogari	21	03	24
17	Government Secondary School Dinya	24	03	27
18	Government Secondary School Muciya (snr)	183	146	329
19	Government Secondary School Chindit (snr)	397		397
20	Government Girls Secondary School Chindit (snr)		295	295
21	Government Secondary School Magajiya (snr)	133	30	163
22	Government Secondary School Zaria	371		371
23	Government Secondary School pada (snr)		223	223
24	Government Girls Secondary School DogonBauchi (A)		435	435
25	Government Secondary School Aminu	156	92	148
26	Government Science Secondary School Kaura	213	118	331
27	Government Secondary School Tudun Saibu (snr)	119	31	150
28	Government Secondary School TudunJukun	102	161	263
29	Government Secondary School Richifa	49	03	52
	Total	**4000**	**2609**	**6609**

Source: Zaria education zone (2019)

3.4 Sample and Sampling Technique

The sample size for the study was one hundred and forty-six (146) respondents selected from four (4) intact classes out of target population of one thousand, two hundred and twenty-seven

(1227) senior secondary II students offering Islamic studies from four (4) senior secondary schools of Zaria education zone, Ministry of education, science and technology, Kaduna state. The schools were Alhudahuda College; Government Senior Secondary School, Tudun-Saibu; Government Senior Secondary School, Richifa; and Government Girls Senior Secondary School, KofanGayan.

The researcher used purposive sampling technique. After which, the four (4) schools were selected. The schools were categorized into boys, girls and co-educational schools. The researcher took one boys', one girls' and two co-educational schools of which two were from urban and rural areas each, within the zone. Alhudahuda college and Government Girls Senior Secondary School KofanGayan (urban schools); Government Senior Secondary School Tudun Saibu and Government Senior Secondary School Richifa (rural schools). The experimental group comparisedGovernment Girls Senior Secondary School KofanGayan and Government Senior Secondary School Tudun Saibu while control group consisted of Alhudahudacollege and Government Senior Secondary School Richifa.

TABLE 2:The distribution sample for the study

SN	SCHOOL	Sch. Location	Group	sample	percentage
1.	Alhudahuda College	urban	control	39	26.7
2.	Government Secondary School Tudun Saibu	rural	experimental	35	24

3.	Government Girls Secondary School K/Gayan	urban	experimental	3222
4.	Government Secondary School Richifa (snr)	rural	control	4027.3
TOTAL				**146** **100**

3.5 Instrumentation

The study adapted performance test as the sole instrument for the purpose of data collection. The instrument was multiple-choice objective test titled "Islamic Studies Differentiated Instruction Performance Test (ISDIPT). Islamic studies students from SS II are expected to respond to the instrument. The instrument was drawn from Islamic studies past question papers of National Examination council (NECO), West African Examination Council (WAEC), and National Board for Arabic and Islamic Studies (NBAIS). Pre-test was multiple-choice test given to students of the experimental group (E1) and control group (C1). The test designed to measure students' level of readiness in order to determine the performance of students in the sampled schools. Treatment with differentiated instruction was only administered to the experimental groups (E1 & E2) while the control groups (C1 & C2) received treatment with conventional method of teaching. Then post-test was administered to both experimental groups (E1 & E2) and control groups (C1 & C2). The posttest was the same with pre-test but the questions and options were re-arranged to avoid possibility of guessing the answers. The instrument consists of thirty (20) questions with five (5) options (lettered A-E) and it will be found in appendix F and G. Each question carries five (5) marks. The researcher decided to choose performance test with the sole aim at finding out the effectiveness of differentiated instruction through comparing the performance of students taught with differentiated instruction and lecture method of teaching.

3.5.1 Validity of the Instrument

To establish content and construct validity of the instrument, the researcher presented the instrument (Islamic Studies Differentiated Instruction Performance Test) to the researcher's

supervisors in Curriculum and instruction section and other experts in the field of measurement and evaluation in Ahmadu Bello University, Zaria and to three experienced and committed Islamic studies teachers of senior secondary schools in Kaduna state. This is in the opinion of Tanko (2014) that "validation is ascertained by showing the instrument to the experts and asking them to scrutinize them".

3.5.2 Pilot study

Pilot study was conducted in Government Science Secondary School (GSSS), Kaura-Zaria city. The essence of the pilot study was to ascertain the reliability of Islamic Studies Differentiated Instruction Performance Test (ISDIPT) as the research instrument for this study. According to Dauda (2014) the main purpose for the conduct of pilot study is to confirm the suitability of the instrument for its adequacy and effectiveness. The pilot study was administered twice within an interval of four weeks using four intact classes of Senior Secondary II students. The reason for choosing this school for pilot study was that, the school was within the population of the study but not among the schools selected for the main study. It was selected to determine the adequacy and effectiveness of the instrument in measuring what it is supposed to measure and to ascertain the possibility of encountering any difficulty while conducting the actual research.

3.5.3 Reliability of the Instrument

In order to determine the reliability of Islamic Studies Differentiated Instruction Performance Test (ISDIPT) the data collected from pilot study was statistically analyzed. The scores of test and re-test were computed using Pearson Product Moment Correlation Coefficient (PPMCC) through the Statistical Package for Social Science (SPSS). The result of the test was 0.62. This confirmed that the research instrument was not only suitable but also reliable for data collection in this study. The reliability index for the pilot study was in lined with Stephens (2002) who opined that an instrument is reliable if its reliability coefficient lies between 0 and 1 and if it is closer to 1.

3.6 Procedure for Data Collection

The procedures used for data collection in this study included the collection of introductory letter from head of department's office, pre-test, treatment and post-test.

Letter of Introduction

The researcher collected a letter of introduction from the department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria. This enabled the researcher to obtain official data required for the study from Zaria educational zone. Furthermore, the letter of introduction was forwarded to the schools that fall under the study sample. It aimed at introducing the researcher and also served as a means for soliciting official permission and co-operation to use the students as subjects of the study and other school facilities.

Pre-test

At the initial stage, pre-test was administered to both experimental and control groups before the treatment. The pre-test comprised twenty (20) questions formulated from Islamic studies curriculum of senior secondary school I and II and extracted from NECO, WAEC and NBAIS past question papers. This helped the researcher to test the students' prior knowledge.

Treatment

All the groups received treatment for good eight (8) weeks. The students of the two experimental groups were exposed to the contents through differentiated instruction while those in the control groups had been exposed to the same contents but through conventional method of teaching. The topics of instruction were extracted from Islamic studies syllabus for senior secondary school two (SS II) at the time of the study. Both experimental and control groups students were encouraged to take enough note that will be useful in the post-test.

Post-test

After the treatment, all the groups were exposed to ISDIPT as post-test. The contents of the lesson extracted from SSS II syllabus were jointly conducted as post-test for both experimental and control groups. After the contents taught to both experimental and control groups, a test was

administered and scores were computed and average score was taking down for control and experimental groups separately. This was used as indicators of students' performance throughout the experimental period. The tests result of each test for experimental and control groups were collected separately and then subject to statistical analysis. The scripts of the students were collected, marked and scored; then, performance of the experimental group students who wastaught using differentiated instruction was compared with the performance of control group students who was taught using conventional method of teaching.

3.7 Procedure for data analysis

In analyzing the data collected for this study, the bio-data was presented in tabular-form and responses were calculated in frequencies and percentage followed by detail explanation. The data collected was analyzed using appropriate statistical tools contained in the statistical package for social sciences (SPSS). Hence, mean and standard deviation were used to respond to the research questions. All the hypotheses were tested at $p = <0.05$ (5%) level of significance. The paired sample t-test and independent sample t-test were considered appropriate tests as to determine whether the mean of the two groups are statistically different from each other or not. This is in line with Clark and Cooke (2007) as they opined that t-test is an appropriate statistical tool for comparing the means of two samples or treatments, even if they have different numbers of replications where the hypothesis is greater than 5% or $p = >0.05$, it will be accepted and vice versa. Paired sample t-test was used to determine Ho1 while independent sample t-test was also used to determine Ho2, Ho3 and Ho4.

CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the results of the data analysis involving the four (4) formulated null-hypotheses following answers to four (4) research questions. It is with a view to determine the acceptability or otherwise of each of the hypothesis which guided the research study. A summary of findings was later on presented in this chapter for easy understanding and drawing a valid conclusion. The chapter ended with description of the study variables followed by discussion of each research questions and hypothesis.

4.2 Description of Study Variables

The data gathered on the variables (such as groups an location) of the study were analysed using frequency and percentage. This section presents the summary of data analysis carried out on the variables of the study.

Table 3: Group of Respondents

Group	Frequency	percentage (%)
Experimental Group (differentiated instruction)	67	46

Control Group (lecture method)	79	54
Total	**146**	**100**

Table 3 shows that a total of 67 (46%) respondents out of the sample size of 149 were used as experimental group (Differentiated Instruction) while 79 (54%) respondents out of the sample size were used as control group (Lecture Method).

Table 4: Location of the Respondents

Location	Frequency	Percentage
Urban	71	49
Rural	75	51
Total	**146**	**100**

Table 4 shows that a total of 71 (49%) respondents out of the sample size of 146 came from urban areas while total of 75 (51%) respondents out of the sample size of 146 came from rural areas.

4.3 Response to Research Questions

Research Question One: In what way difference exist between the pre-test and post-test performance of students taught Islamic studies using differentiated instruction in senior secondary schools in Kaduna State, Nigeria?

The student‘s pre-test and post-test scores were recorded and analysed to determine the effect of differentiated instruction on the academic performance of students taught Islamic studies in Senior Secondary Schools in Kaduna State.

Table 5: Descriptive statistics showing pre-test and post-test performances of students taught Islamic Studies using differentiated instruction and those taught with lecture method in senior secondary schools in Kaduna state.

Group	N	Mean	SD	Std. Error Mean
Post test	67	31.1379	9.96682	1.85079
Pre test	67	15.3793	6.00246	1.11463

Table 5 shows that, experimental group has the mean scores of 31.1379 with the standarddeviation of 9.96682 and standard error mean of 1.85079 while the control group has the mean scores of 15.3793 with the standard deviation of 6.00246 and standard error mean of 1.11463.This result confirms that post test mean scores of students taught Islamic Studies using differentiated instruction was higher than the mean scores of their pre testin senior secondary schools in Kaduna state.

Research Question Two: What is the difference between the academic performance of senior secondary school students taught Islamic studies using differentiated instruction and those taught using lecture method in Kaduna state, Nigeria?

The post-test scores of students were recorded and analysed to determine the effect of differentiated instruction on the academic performance of students taught Islamic studies and those taught using lecture method in Senior Secondary Schools in Kaduna State.

Table 6: Descriptive statistics showing the difference between the academic performance of students taught Islamic Studies using differentiated instruction and those taught with lecture method in senior secondary schools in Kaduna state

Group	N	Mean	SD	Std. Error Mean
Experimental	67	31.1579	8.96682	1.96276
Control	79	23.3448	6.72947	1.80672

Table 6 shows that, experimental group has the mean scores of 31.1579 with the standarddeviation of 8.96682 and standard error mean of 1.75076 while the control group has the mean scores of 23.3448 with the standard deviation of 6.72947 and standard error mean of 1.80672. This result confirms that students taught Islamic Studies using differentiated instruction had a better mean score than those taught with lecture method in senior secondary schools in Kaduna state.

Research Question Three: In what way difference exist between the academic performance of Urban and Rural senior secondary school students taught Islamic studies using differentiated instruction in Kaduna state, Nigeria?

The post-test scores of students were recorded and analysed to determine the performanceofstudents taught Islamic studies using differentiated instruction in rural and urban senior secondary schools in Kaduna state.

Table 7: Descriptive statistics showing the performance of students taught Islamic studies using differentiated instruction in urban and rural senior secondary schools in Kaduna state.

Group	N	Mean	SD	Std. Error Mean
Urban	71	32.1479	9.86782	1.86278
Rural	75	25.0800	8.60868	1.82174

Analysis on table 7 revealed the mean score of 32.1479 and standard deviation of 9.86782with standard error mean of 1.86278 for the students in urban area, while the students inruralarea recorded the mean scores of 25.0800 with the standard deviation of 8.60868 and standard error mean of 1.82174. This result shows that students in urban area taught Islamic studies using differentiated instruction had a better mean score than the students in rural senior secondary schools in Kaduna State.

Research Question Four: What is the difference between the academic performance of senior secondary school students taught Islamic studies using Students' preferred learning mode and those taught using lecture method in Kaduna state, Nigeria?

The post-test scores of studentswere recorded and analyzed to determine the effect of students' preferred learning mode on the academic performance of students taught Islamic studies and those taught using lecture method in Senior Secondary Schools in Kaduna State.

Table 8: Descriptive statistics showing the difference between the academic performance of students taught Islamic Studies using students' preferred learning mode and those taught with lecture method in senior secondary schools in Kaduna state.

Group	N	Mean	SD	Std. Error Mean
Experimental	35	30.6471	9.62192	1.33690
Control	39	24.1481	9.54740	1.30938

Table 8 show that, experimental group has the mean scores of 30.6471 with the standarddeviation of 9.62192 and standard error mean of 1.33690 while the control group has the mean scores of 24.1481 with the standard deviation of 9.54740 and standard error mean of 1.30938. This result shows that students taught Islamic Studies using students' preferred learning mode had a better mean score than those taught with lecture method in senior secondary schools in Kaduna state.

4.4 Hypotheses Testing

All the four null hypotheses were tested using paired sample t-test statistics at 0.05 alpha level of significance.

Hypothesis One: The pre-test performance of students taught Islamic studies using differentiated instruction has no significant difference over their post-test performance in senior secondary schools in Kaduna state.

The pre-test and post-test scores of students were taken and the t-test statistics was used in testing the hypothesis. The Summary of data collected and analyzed in respect to null hypothesis one is presented in Table 9:

Table 9: Paired sample t-test on the difference in the pre-test and post-test performance of students taught Islamic studies using differentiated instruction in senior secondary schools in Kaduna state.

Group	N	Mean	SD	Df	α	t-cal	t-crit	Sig. (2-tailed)	Decision
Post-t.	67	31.1379	9.96682	56	0.05	7.537	2.452	.000	Rejected
Pre-t.	67	15.3793	6.00246						

The independent sample t-test statistics of table 9 revealed the mean score of post-test is 31.1379 and the standard deviation is 9.96682 for the experimental group, while the pre-test scores recorded the mean score is 15.3793 with the standard deviation 6.00246. The table also shows that

the observed t-calculated value is 7.537 and the p-value is 0.000 (P<0.005). The null-hypothesis is thus rejected because there was a significant difference in the post-test academic performance of students taught Islamic studies using differentiated instruction in senior secondary schools in Kaduna state.

Hypothesis Two: There is no significant difference between the academic performance of senior secondary school students taught Islamic studies using differentiated instruction and lecture method in Kaduna state.

The post-test scores of students were taken and the t-test statistics was used in testing the hypothesis. The summary of data collected and analyzed in respect to null hypothesis two is presented in Table 10:

Table 10: Paired sample t-test on the difference in the academic performances ofstudents taught Islamic studies using differentiated instruction method and those taught with lecture method in senior secondary schools in Kaduna state.

Group	N	Mean	SD	Df	α	t-cal	t-crit	Sig. (2-tailed)	Decision
Exp.	67	31.1579	8.96682	56	0.05	5.013	1.325	.004	Rejected
Cont.	79	23.3448	6.72947						

The independent sample t-test statistics of table 10 revealed the mean score is 31.1579 and the standard deviation is 8.96682 for the experimental group, while the control group recorded the mean score 23.3448 with the standard deviation 6.72947. The table also showed that the observed t-calculated value is 5.013 and the p-value is 0.004 (P<0.005). The null-hypothesis is thus rejected because there was a significant difference in the academic performances of students taught Islamic studies using differentiated instruction and those taught with lecture method in senior secondary schools in Kaduna state.

Hypothesis Three: Differences do not exist between the academic performance of senior secondary school students taught Islamic studies using differentiated instruction in Urban and Rural areas in Kaduna state, Nigeria.

The post-test scores of students from urban and rural areas were taken and analysed using t-test statistics. The Summary of data has been collected and analyzed in respect of null hypothesis three is presented in Table 11:

Table 11: Independent sample t-test on the performance of students taught Islamic studies using differentiated instruction in urban and rural senior secondary schools in Kaduna state.

Group	N	Mean	SD	Df	α	t-cal	t-crit	Sig. (2-tailed)	Decision
Urban	71	32.1479	9.86782	56	0.05	4.473	2.051	.027	Rejected
Rural	75	25.0800	8.60868						

From table 11, it has revealed that students taught Islamic studies using differentiated instruction in the urban area had the mean score of 32.1479 and the standard deviation of 9.86782, while the students taught Islamic studies using differentiated instruction in senior secondary schools in rural areas recorded the mean score of 25.0800, with the standard deviation of 8.60868. The table also showed that the t-calculated value is 4.473 and the p-value is 0.027 ($P<0.005$). The null-hypothesis is hereby rejected because there was significant difference in the performance of students taught Islamic studies using differentiated instruction in urban areas over than those in rural areas in Kaduna state.

Hypothesis Four: There is no significant difference between the academic performance of senior secondary school students taught Islamic studies using students' preferred learning mode and lecture method in Kaduna state.

The post-test scores of students were taken and the t-test statistics was used in testing the hypothesis. The summary of data collected and analyzed in respect to null hypothesis four is presented in Table 12:

Table 12: Independent sample t-test on the difference in the academic performance of students taught Islamic studies using students preferred learning mode and those taught with lecture method in senior secondary schools in Kaduna state.

Group	N	Mean	SD	Df	α	t-cal	t-crit	Sig. (2-tailed)	Decision
Exp.	35	30.6471	9.62192	103	0.05	7.473	3.405	.001	Rejected
Cont.	39	24.1481	9.54740						

The independent sample t-test statistics of table 12 revealed that the mean score is 30.6471 and the standard deviation is 9.62192 for the experimental group, while the control group recorded the mean score of 24.1481 with the standard deviation of 9.54740. The table also showed that the observed t-calculated value is 7.473 and the p-value is 0.001 (P<0.005). The null-hypothesis is thus rejected because there was a significant difference in the academic performances of students taught Islamic studies using students' preferred learning mode and those taught with lecture method in senior secondary schools in Kaduna state.

4.5 Summary of Findings

The following are the summary of the findings from the study:

Thepost-test scores is significantly better than pre-test with 0.000 P-value.

The performance of students taught using differentiated instruction is significantly better than of those with lecture method with 0.004 P-value.

The performance of students taught using differentiated instruction in urban areas is significantly better than of those in rural areas with 0.027P-value.

The performance of students taught using preferred learning mode is significantly better than of those taught with lecture method with 0.001P-value.

4.6 Discussions of Findings

In view of the hypotheses tested and research questions answered, findings from the study were discussed as follows:

The studyfound that the mean score is 31.1379 and the standard deviation is 9.96682 for the post-test scores, while the pre-test scores recorded the mean score of 15.3793, with the standard deviation of 6.00246. The table also showed the observed t-calculated value is 7.537 and the p-value is 0.000 (P<0.005). The null-hypothesis is thus rejected because the post-test scores has significant difference over the pre-test scores of students taught Islamic studies using differentiated instruction in senior secondary schools in Kaduna state.

Also, the post-test scores has the mean scores of 31.1379 with the standard deviation of 9.96682 and standard error mean of 1.85079 while the pre-test scores has the mean scores of 15.3793 with the standard deviation of 6.00246 and standard error mean of 1.11463. This result confirmed that students taught Islamic studies using differentiated instruction had a better mean score than those taught with conventional method in senior secondary schools in Kaduna state. This finding supports the findings of Rita, Aranda and Zamora, (2016), as they concluded that the use of differentiated instruction methods in teaching always lead to students' higher performance.

The analysis revealed that the mean score of 31.1579 and the standard deviation of 8.96682 were for the experimental group,while the control group recorded the mean score of 23.3448, with the standard deviation of 6.72947. The table also showed that the observed t-calculated value is 5.013 and the p-value is 0.004 (P<0.005). The null-hypothesis is thus rejected because there was a significant difference in the academic performances of students taught Islamic studies using differentiated instruction and those taught with lecture method in senior secondary schools in Kaduna state.

It showed that, experimental group has the mean scores of 31.1579 with the standard deviation of 8.96682 and standard error mean of 1.96276 while the control group has the mean scores of 23.3448 with the standard deviation of 6.72947 and standard error mean of 1.80672. This result confirmed that the students taught Islamic studies using differentiated instruction had a better mean score than those taught with lecture method in senior secondary schools in Kaduna state. This finding is supported by the findings of Sibbald, Rose and Bruce, (2009), as they concluded that the use of students-centered methods in teaching always lead to students' higher performance.

It also was revealed that students taught Islamic studies using differentiated instruction method in the urban area had the mean score of 32.1479 and the standard deviation of 9.86782, while the students in senior secondary schools in rural area recorded the mean score of 25.0800, with the standard deviation of 8.60868. The table also showed that the t-calculated value is 4.271 and the p-value is 0.027 ($P<0.005$). The null-hypothesis is hereby rejected because there was a significant difference in the performance of students taught Islamic studies using differentiated instruction method in urban areas than those in the rural areas in senior secondary schools in Kaduna state.

The analysis also revealed the mean score of 32.1479 and standard deviation of 9.86782 with standard error mean of 1.86278 for the students in urban area, while the students in rural area recorded the mean scores of 25.0800 with the standard deviation of 8.60868 and standard error mean of 1.82174. This result showed that students in urban areas taught Islamic studies using differentiated instruction had a slightly better mean score than the students in rural areas in senior secondary schools in KadunaState. This finding agreed with the findings of Valiande and Kautselimi (2009) who maintained that, locations affect students' performance (either positively, negatively or both).

Again, the study revealed the mean score of 30.6471 and the standard deviation of 9.62192 was for the experimental group, while the control group recorded the mean score of

24.1481, with the standard deviation of 9.54740. The table also showed that the observed t-calculated value is 7.473 and the p-value is 0.001 (P<0.005). The null-hypothesis is thus rejected because there was a significant difference in the academic performance of students taught Islamic studies using students' preferred learning mode and those taught with lecture method in senior secondary schools in Kaduna state.

It finally showed that, experimental group has the mean scores of 30.6471 with the standard deviation of 9.62192 and standard error mean of 1.33690 while the control group has the mean scores of 24.1481 with the standard deviation of 9.54740 and standard error mean of 1.30938. This result confirmed that students taught Islamic studies using students' preferred learning mode had a higher mean score than those taught with lecture method in senior secondary schools in Kaduna state. This finding supported the findings of Bautista, (2012), who concluded that the use of students' preferred learning mode in teaching always lead to students' higher performance than lecture method.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of chapter one to four highlighting the problems that led to the research, the objectives, concepts of differentiated instruction, academic performance, Islamic studies, learning styles, theories that guided the study, reviews of related researches, methodology, procedures for data collection and analysis among other topics related to the study. It also looked at conclusions, contributions to knowledge, recommendations and suggestions for further studies.

5.2 Summary

Nigerian system of education is designed to mould, shape and train citizens to meet their local needs and face global challenges. Islamic studies is a subject taught in senior secondary schools that centres around moral values and good behaviors as well as establishing relationship between man and his creator and fellow humans. Complaints from parents, examination bodies and employers of labour on poor academic performance of senior secondary school students led the researcher to set out four objectives in order to ascertain suitability of differentiated instruction in teaching Islamic studies in Kaduna state, Nigeria.

Differentiated instruction is a strategy of teaching that gives the teacher latitude to carry all students along regardless of individual differences in level of readiness, learning style, needs and interest of the students. Teacher can differentiate classroom by using content, process, product and learning environment. Theories of Zone of Proximal Development (ZPD) and theories of Learning Styles have guided the study. Fifteen empirical studies were reviewed in order to identify the existing gap that needs to be filled.

The researcher employed quasi experimental research design which gives an avenue for using intact classes and grouping students into experimental and control groups. Sample of 146 senior secondary school II students was drawn from the target population of 1227. Performance test titled

'Islamic Studies Differentiated Instruction Performance Test' (ISDIPT) was used as the instrument and it was validated through content and contrasts validity. Pilot study was conducted at Government Science Secondary School, Kaura, Zaria city in which 0.62 was ascertained as reliability index. The data was collected through pre-test and post-test administration. Mean and standard deviation was employed to respond to all research questions. Paired sample t-test was used in testing Ho1 while independent sample t-test was used for Ho2, Ho3 and Ho4.

The data was collected based on groups (experimental and control) and location (urban and rural). The four research questions were responded using mean and standard deviation. Ho1 was tested using paired sample t-test while Ho2, Ho3 and Ho4 were tested using independent sample t-test. The findings proved the efficiency of differentiated instruction as the strategy that simplify learning process, give equal learning opportunity for all students regardless of individual differences and most importantly improve students' academic performance.

5.3 Conclusion

The findings confirmed that post-test mean score of students taught Islamic studies using differentiated instruction was higher than that of pre-test. Students taught Islamic studies using differentiated instruction had a better mean score than that of those taught using lecture method. Students in urban areas taught Islamic studies using differentiated instruction had a better mean score than those in rural areas. Finally, the students taught Islamic studies using students' preferred learning mode had a better mean score than those taught using lecture method.

5.4Contributions to knowledge

This study found that the element of differentiated instruction like level of learners' readiness, learning style, learning environment and demonstrating of learners'

level of content mastery have significant effect on the academic performance of senior secondary school students in Islamic Studies. The findings proved that students taught Islamic Studies using differentiated instruction performed significantly better than those taught with lecture method and they also performed slightly better in urban areas than in rural areas. The findings proved to be of great importance to curriculum planners, education policy makers, teachers, students among other stakeholders in education to design curriculum characterised by more learner centred and enact a law for teachers to equip themselves with knowledge and application of differentiated instruction while implementing the curriculum; and for teachers to incorporate learners' needs and interest while designing teaching and learning activities as well as for the students to ignore their individual differences an focus on achieving learning goals.

5.5Recommendations

Based on the findings from this study, the following recommendations can be drawn:

1. Teachers should equip themselves with basic knowledge and application techniques of differentiated instruction in order to improve students' academic performancein Kaduna state, Nigeria.
2. Teachers should use differentiated instruction strategy while teaching Islamic studies in senior secondary schools in Kaduna state, Nigeria.
3. Teachers should consider the school location and students' background when planning for the differentiated instruction lesson in senior secondary schools as students from urban schools tends to perform slightly better in the differentiated activities.
4. Also teachers should take into cognisance the importance of students' preferred learning mode/style while teaching of Islamic studies at senior secondary school

level since it encourages students to feel part and parcel of the lesson preparation and deliberation.

5.6 Suggestions for further Studies

Further studies can be carried out in the following areas:

1. Effect of cooperative instructional strategy on students' performance in Islamic studies.
2. Influence of project method on the academic achievement of slow learners in Islamic studies.
3. Effect of participatory approach on the academic performance of senior secondary school students

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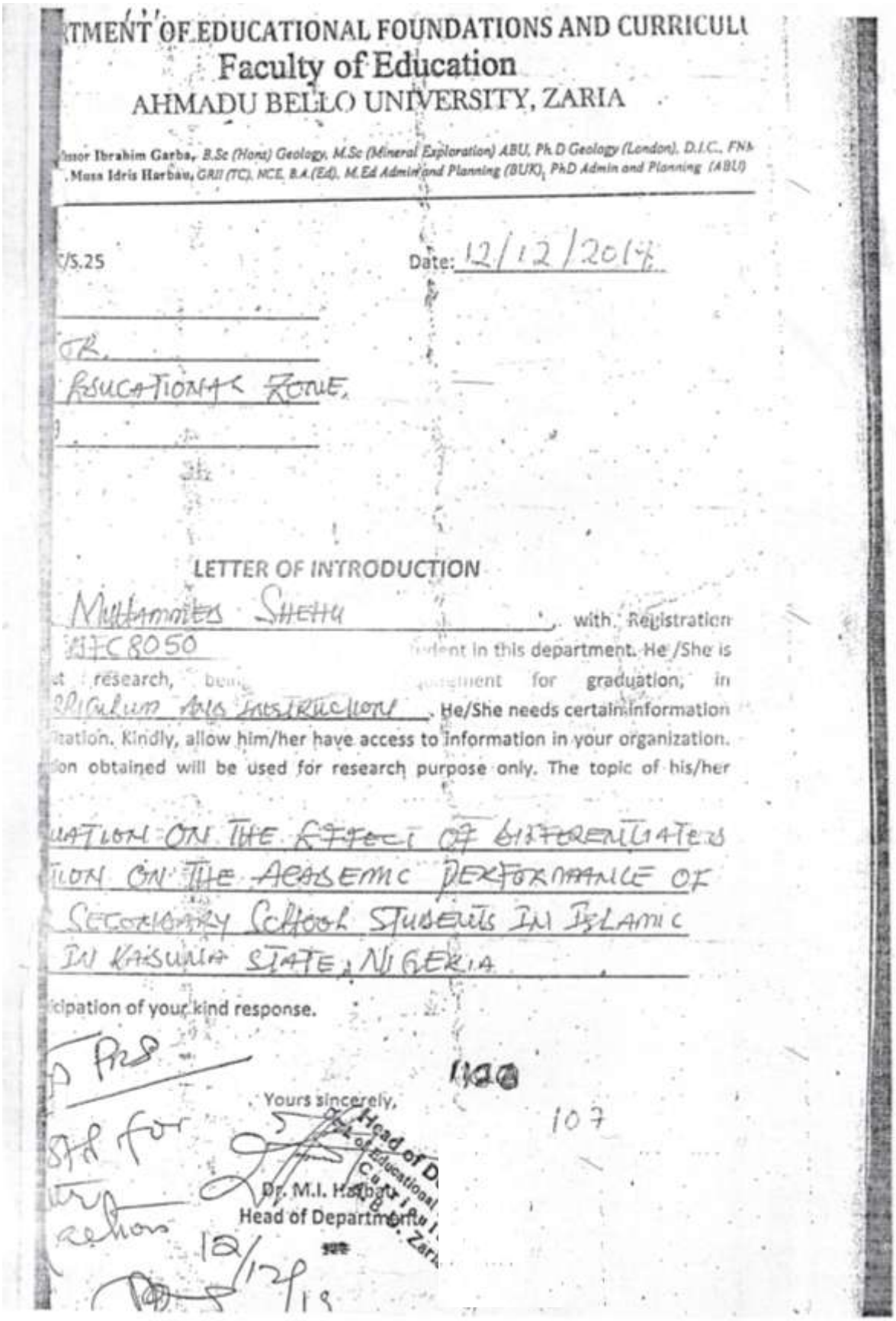
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APPENDIX A



TMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULU
Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA

ssor Ibrahim Garba, B.Sc (Hons) Geology, M.Sc (Mineral Exploration) ABU, Ph.D Geology (London), D.I.C., FNS
. Musa Idris Harbau, GRII (TC), NCE, B.A.(Ed), M.Ed Admin and Planning (BUK), PhD Admin and Planning (ABU)

S.25 Date: 12/12/2014

OR.
EDUCATIONAL ZONE.

LETTER OF INTRODUCTION

Muhammed Sheehu . with Registration
HJC8050 dent in this department. He /She is
t research, bein gement for graduation, in
Curriculum and Instruction . He/She needs certain information
ation. Kindly, allow him/her have access to information in your organization.
on obtained will be used for research purpose only. The topic of his/her

UATION ON THE EFFECT OF DIFFERENTIATED
TION ON THE ACADEMIC PERFORMANCE OF
SECONDARY SCHOOL STUDENTS IN ISLAMIC
IN KADUNA STATE, NIGERIA

cipation of your kind response.

Yours sincerely,

Dr. M.I. Harbau
Head of Department

12/12/14

Ministry Of Education Science
and Technology

Zonal Office Headquarters,

Zaria

Date 12 – 12 – 2018

The Principal / Proprietor,

G.G.S.S. K/GAYAN

ZARIA.

LETTER OF INTRODUCTION

MUHAMMED SHEHU PGDEC 8050

The bearer is a M. ED STUDENT in the department of / from FACULTY OF EDUCATION CURR. AND INSTRUC. A.B.U. ZARIA and wish to conduct a research in the following areas:-

1. EVALUTION ON THE EFFECT OF DIFFERENTIATED
2. INSTRUCTION ON THE ACADEMIC PERFORMANCE
3. SENIOR SECONDARY SCHOOL STUDENT IN
4. ISLAMIC STUDIES IN KADUNA STATE, NIGERIA.
5. _____

I am directed to request you to allow him/ her the use of your facilities accordingly please.

HOD
Public Research & Statistic
MOEST
Education Office Zaria.

Fatima D Ismail
H.O.D, P.R.S
For: - Director

Ministry Of Education Science and Technology

Zonal Office Headquarters,

Zaria

Date 12/12/2018

The Principal / Proprietor,

G.S.S. T/SABU (ENR)

SOBA.

LETTER OF INTRODUCTION

MUHAMMED SHEHU PEGFC8050

The bearer is a M.ED STUDENT in the department of / from FACULTY OF EDUCATION A.B.U ZARIA and wish to conduct a research in the following areas :-

1. EVALUTION ON THE EFFECT OF DIFFERENTIATES
2. INSTRUCTION ON THE ACADEMIC PERFORMANCE
3. OF SENIOR SECONDARY SCHOOL STUDENTS IN
4. ISLAMIC STUDIES IN KADUNA STATE,
5. NIGERIA.

I am directed to request you to allow him/ her the use of your facilities accordingly please.

HOD
P.R.S, Research & Statistic
MOEST
Zonal Education Office Zaria.

Fatima D Ismail
H.O.D, P.R.S
For: - Director

Ministry Of Education Science
and Technology

Zonal Office Headquarters.

Zaria

Date 12-12-2018

The Principal / Proprietor,

G.S.S. RICHIFA

SOBA.

LETTER OF INTRODUCTION

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1. EVALUATION ON THE EFFECT OF DIFFERENTIATED
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3. OF SENIOR SECONDARY SCHOOL STUDENTS IN
4. ISLAMIC STUDIES IN KADUNA STATE, NIGERIA.
5. _____

I am directed to request you to allow him/ her the use of your facilities accordingly please.

H.O.D
Research & Statistic
MOEST
Education Office Zaria.

Fatima D Ismail
H.O.D, P.R.S
For: - Director

APPENDIX B
LESSSON UNIT

SUBJECT: Islamic studies TOPICS:

1. Qur'an: which has themes as:
    a. Concept of Qur'an;
    b. Period of Qur'anic revelation; and
    c. Method of preserving the Qur'an.
2. Purification: which has themes as:
    a. Concept of purification;
    b. Kinds of purification;
    c. Conditions lead to al-Ghusul; and
    d. Position of wiping head in ablution.
3. Prophet Muhammad as a messenger: which has themes as:
    a. Messenger-hood of Muhammad;
    b. Incidents of the treaty of Hudaybiyyah;
    c. Four rightly-guided caliphs.

APPENDIX C

STUDENTS LEARNING PROFILE

Do you know when and how Qur‟an was revealed to the prophet Muhammad?	Yes		No
Do you know the exact period in which the Qur‟an was revealed?		Yes	No
Are you aware of the methods of preserving the Qur‟an?		Yes	No
Do you know the ways of purification?		Yes	No
Are aware of the conditions leading to al-Ghusul?		Yes	No
Are you aware of the position of wiping head in ablution?		Yes	No
Do you have any information on messenger-hood Muhammad (SAW)		Yes	No
Are you aware of the incident of the treaty of Hudaybiyyah?		Yes	No
Do you know the names of four rightly-guided caliphs?		Yes	No
I prefer to learn or work in pair		Yes	No
I learn better in small groups		Yes	No
I benefit more when I learn individually		Yes	No
I enjoy learning one-on-one with a teacher?		Yes	No
I may be able to progress by myself		Yes	No
I understand concept more when it is presented in visual or wordings		Yes	No
I perceive better when listen to audio tape		Yes	No
I enjoy learning when it is presented in kinesthetic nature		Yes	No
I prefer to show my mastery of concept through test (writing)		Yes	No
Reporting is the best way of presenting my mastery of concept		Yes	No
I enjoy presenting my mastery of concept before my class		Yes	No
I prefer learning in a quiet place		Yes	No
I like creating argument while learning new concept		Yes	No
I enjoy learning in company of one or two friends		Yes	No

(Adapted from Stiggins, Arter, Chappuis&Chappuis 2005)

APPENDIX D
EXPERIMENTAL GROUP
LESSON PLAN FOR ISLAMIC STUDIES DIFFERENTIATED INSTRUCTION PERFORMANCE TEST (ISDIPT)

Name of school	Government Girls Science Secondary School, KofanGayan
Name of teacher	MuhammedShehu
Class	SS II (Art 1)
Subject	Islamic studies
Topic	Qur'an (revelation)
Number of students	32
Age of students	14 above
Sex of students	female
Duration	40 minutes
Instructional method	Differentiated instruction
Instructional material	Copy of glorious Qur'an
Reference book	Fundamentals of Islamic studies
Behavioral objectives	by the end of the lesson students should be able to: i. Explain the concept of the Qur'an ii. Mention the period of Qur'anic revelation iii. List the methods of preserving the Qur'an
Previous knowledge	the students were already used to Qur'an as they learn and read in their Islamiyya schools and for spiritual purposes.
Introduction	the teacher introduces the lesson by explaining the Roles of Qur'an and reason for its revelation.
Presentation	the teacher presents the lesson by following steps:
Step I	the teacher explains the concept of Qur'an, period for its revelation and its preservation methods thus; Qur'an is a holy book revealed by Allah to guide mankind through angel

	Jibril to prophet Muhammad and to humanity. The glorious Qur'an was revealed within the period of twenty-three (23) years in Makkah and Madina: thirteen years in Makkah while ten years in Madina. The method of preserving the Qur'an are: arrangement, recording, compilation and standardization.
.Step II	The teacher assigns students into three groups (ABC) based on the data collected during pre-assessment through checklist. The grouping will be based on; learners' level of readiness. The group A members will comprise learners that were unfamiliar of the content; group B will comprise learners with partial mastery of the content; and group C comprises learners that are already familiar with the content the teacher makes sure that each group had a leader and a question is given to them which requires their collective effort.
Step III	the teacher gives them ten (10) minutes for each group to accomplish its given task: group A will discuss about the meaning of Qur'an and reasons for its revelation; group B will discuss on period and nature of Qur'anic revelation; and group C will discuss on arrangement, recording, compilation and standardization of the Qur'an. While he will be going round to supervise their activities.

Step IV	the teacher allots another ten (10) minutes to the group leaders to present their ideas before the class while other group members are listening and taking some notes.
Summary	the teacher summarizes the lesson by re-explaining ideas that were right from the presentation at the same time discarding the wrong ones.
Evaluation	the teacher evaluates the lesson by asking students the following questions: Explain the concept of Qur'an Mention the period of Qur'anic revelation What were the methods used for preserving the Qur'an?
Conclusion	the teacher concludes the lesson by giving room for questions to students while he is responding to them.

EXPERIMENTAL GROUP

LESSON PLAN FOR ISLAMIC STUDIES DIFFERENTIATED INSTRUCTION PERFORMANCE TEST (ISDIPT)

Name of school	Government Secondary School, Tudun Saibu
Name of teacher	MuhammedShehu
Class	SS II (Art Class)
Subject	Islamic studies
Topic	Taharah (purification)
Number of students	35
Age of students	14 above
Sex of students	mixed
Duration	40 minutes
Instructional method	differentiated instruction
Instructional material	A kettle with some water
Reference book	Fundamental of Islamic studies
Behavioral objectives	By the end of the lesson students should be able to:
	Explain the concept of purification
	Mention kinds of purification
	Explain the conditions leading to al-Ghusul
	Mention the position of wiping head in ablution
Previous Knowlegde	the students were already familiar with minor purification at home as they do it before they perform daily prayers.
Introduction	the teacher introduces the lesson by making brief explanation of the concept of purification, its kinds, conditions lead to al-ghusul and sunnah step of ablution.
Presentation	the teacher presents the lesson by following steps:
Step I	the teacher explains the meaning of purification, its type, conditions leading to Ghusul and position of

	wiping head in ablution. Purification is the removal of minor and major impunity from body and cloth by means of wudu‟ or ghusul (ablution or ritual bath) Hadath; purification of body. Hadathakbar is the major ritual impunity which requires making intention (niyyat) for cleaning.Hadith asghar is the minor ritual impunity.While Habath: purification of cloth.Haydah, nifas, janabah, jumuah, idayn, death, converting to Islam, urinating, answering the call of nature (defecating). The position of wiping head in ablution is Sunnah
step II	the teacher assigns students into groups according their preferred learning mode. The grouping will be guided by the data collected through pre-assessment. They will be grouped into small groups, pairs, or individually as visual (wording) or auditory learners. The teacher will make sure that each group had a leader and a task is given to them to accomplish.
Step III	the teacher provides a written material of the content and gives it visual/wording learners to study while the auditory learners will be provided with audio tape to listen to.
Step IV	the teacher gives students ten minutes to accomplish their given task while he going round supervising their activities.
STEP V	the teacher allocates another ten minutes for the group leaders to present their ideas before the class while encouraging other group members to listen and take some notes.

Summary	the teacher summarizes the lesson by re-explaining the ideas that were right from the presentation and discarding those that were wrong.
Evaluation	the teacher students the following questions: i. Explain the concept of purification ii. Mention the kinds of purification iii. What are the conditions leading to al-Ghusuliv? iv. What is the position of wiping head in ablution?
Conclusion	the teacher concludes the lesson by allowing students to ask some questions based on the topic treated while he is responding to them.

EXPERIMENTAL GROUP

LESSON PLAN FOR ISLAMIC STUDIES DIFFERENTIATED INSTRUCTION PERFORMANCE TEST (ISDIPT)

Name of school Government Girls Secondary School, KofanGayan

Name of teacher MuhammedShehu

Class	SS II (Art 2)
Subject	Islamic studies
Topic	Muhammad as a messenger
Number of students	32
Age of students	14 above
Sex of students	female
Duration	40 minutes
Instructional method	differentiated instruction
Instructional material	a chart showing some people gathered in one place discussingheeding for information
Reference book	Fundamentals of Islamic Studies
Behavioral objectives	by the end of the lesson students should be able to: Explain the meaning of messenger-hood of Muhammad Describe the effects of the treaty of hudaybiyya Mention the names of four rightly guided caliphs
Previous Knowledge	students had already had some idea about the history of prophet Muhammad (SAW).
Introduction	the teacher introduces the lesson explaining the reasons behind sending of prophets to humanity
Presentation	teacher presents the lesson by following these steps:
Step I	the teacher explains the meaning of messenger-hood of Muhammad, effects of treaty of Hudaybiyyah and names of four rightly guided caliphs, thus: A messenger of God is a person sent by God with divine revelation to guide humanity. Muhammad is one of them as he has been given Qur'an to

	guide universe. The terms of the treaty of Hudaybiyyah are Quraysh granted freedom of worship to the Muslims for the first time; Muslims were saved from the hands of the Quraysh oppressors; Pilgrimage was postponed that year; No fight between the Muslims and the Quraysh for ten years; and Anybody joins Muslims without his/her parents‟ consent should be returned to Makkah. The four rightly guided Caliphs are Abubakar, Umar, Usman and Aliyu.
Step II	the teacher groups the students based on the way they prefer to show their level mastery of concept. The students were grouped based on the data collected through pre-assessment. The students who prefer to show their mastery through test will be grouped into group A; those prefer presentation will be grouped in group B; and group C for those prefer to write report.The teacher makes sure that each group has a leader and a task is given to accomplish collectively.
Step III	teacher gives students ten minute to accomplish their given task and supervises their activities.
Step IV	the teacher allocates another ten minute to all the groups to show their mastery of the concept: the group of test-takers will have their test individually; the presenters present their ideas; while reporters write and submit report.

Summary	the teacher summarizes the lesson by re-explaining the ideas that were right and discarding the wrong ones for all the groups.
Evaluation	the teacher evaluates the lesson by asking students the following questions: i. Explain the messenger-hood of Muhammad. ii. Describe the effects of the treaty of hudaybiyyah. iii. Mention the names of the four rightly-guided Caliphs.
Conclusion	teacher concludes the lesson by given students roomfor questions based on the topic treated.

APPENDIX E
CONTROL GROUP
LESSON PLAN FOR ISLAMIC STUDIES CONVENTIONAL METHOD PERFORMANCE TEST (ISCMPT)

Name of school	Government Secondary School, Richifa
Name of teacher	MuhammedShehu
Class	SS II (Art 1)
Subject	Islamic studies
Topic	Qur'an (revelation)
Number of students	40
Age of students	14 above
Sex of students	mixed
Duration	40 minutes
Instructional method	conventional method
Instructional material	copy of glorious Qur'an
Reference book	Fundamentals of Islamic studies
Behavioral objectives	by the end of the lesson students should be able to:

i. Explain the concept of Qur'an
ii. Mention the period of Qur'anic revelation
iii. List the method of preserving the Qur'an

Previous knowledge — the students were already used to Qur'an as they read during the performance of five daily prayers.

Introduction — the teacher introduces the lesson by explaining the main idea of the previous knowledge.

Presentation — teacher presents the lesson by following these steps:

Step I — the teacher explains the meaning of the concept of Qur'an.

	Qur'an is a holy book revealed by Allah to guide mankind through angel Jibril to prophet Muhammad and to humanity.
Step II	the teacher describe the period in which glorious Qur‟an was revealed. The glorious Qur‟an was revealed within the period of twenty-three (23) years in Makkah and Madina: thirteen years in Makkah while ten years in Madina.
Step III	lists the methods of preserving the Qur'an. Arrangement, Recording, Compilation and Standardization
Summary	the teacher summarizes the lesson by re-explaining themain points of the topic treated.
Evaluation	the teacher evaluates the lesson by asking students the following questions: i. Explain the concept of Qur'an ii. Describe the period of Qur'anic revelation iii. What are the methods of preserving the Qur'an?
Conclusion	the teacher concludes the lesson by allowing students to ask some questions based on the treated topic while he is responding.

CONTROL GROUP

LESSON PLAN FOR ISLAMIC STUDIES CONVENTIONAL METHOD PERFORMANCE TEST (ISCMPT)

Name of school	Alhudahuda college, Zaria
Name of teacher	MuhammedShehu
Class	SS II (Art II)
Subject	Islamic studies
Topic	Muhammad as a messenger
Number of students	39
Age of students	14 above
Sex of students	males
Duration	40 minutes
Instructional method	conventional method
Instructional material	a chart showing some people gather in one place Discussing heeding to information
Reference book	Fundamentals of Islamic studies
Behavioral objectives	by the end of the lesson students should be able to: i. Explain the meaning of messenger-hood of Muhammad ii. Describe the effects of the treaty of Hudaybiyya iii. Mention the names of four rightly-guided caliphs
Previous knowledge	the students had already heard some i history of prophet Muhammad (SAW)
Introduction	the teacher introduces the lesson by explaining some key points of the history ofprophet Muhammad (SAW)

Presentation — the teacher presents the lesson by following these steps:

Step I — the teacher explains the meaning of messenger-hood of Muhammad.

A messenger of God is a person sent by God with divine revelation to guide humanity. Muhammad is one of them as he has been given Qur'an to guide universe.

Step II — the teacher describes the effects of the treaty of Hudaybiyyah

i. The Quraysh granted freedom of worship to the Muslims for the first time;
ii. Muslims were saved from the hands of the Quraysh oppressors;
iii. Pilgrimage was postponed that year;
iv. No fight between the Muslims and the Quraysh for ten years; and
v. Anybody joins Muslims without his/her parents' consent should be returned to Makkah.

Step III — the teacher mentions the names of the four rightly-guided caliphs:

Abubakar, Umar, Usman and Aliyu

Summary — the teacher summarizes the lesson by re-explaining the key points of the lesson briefly.

Evaluation	the teacher evaluates the lesson by asking students the following questions: i. Explain the meaning of messenger-hood of Muhammad. ii. Describe the effects of the treaty of Hudaybiyyah. iii. Mention the names of the four rightly-guided caliphs
Conclusion	the teacher concludes the lesson by giving students room for questions based on the topic treated while he is responding to them.

CONTROL GROUP

LESSON PLAN FOR ISLAMIC STUDIES CONVENTIONAL METHOD PERFORMANCE TEST (ISCMPT)

Name of school	Government Secondary School, Richifa
Name of teacher	MuhammedShehu
Class	SS II (Art 1)
Subject	Islamic studies
Topic	Taharah (purification)
Number of students	32
Age of students	14 above
Sex of students	mixed
Duration	40 minutes
Instructional method	conventional method
Instructional material	a kettle with some water
Reference book	Fundamentals of Islamic studies
Behavioral objectives	by the end of the lesson students should be able to: i. Explain the meaning of purification. ii. Mention kinds of purification. iii. Explain condition leading to al-Ghusul. iv. Explain the position of wiping head in ablution
Previous knowledge	the students were already familiar with minor purification at home as they do it before performing daily prayers.
Introduction	the teacher introduces the lesson the minor purification were usual to the students.
Presentation	the teacher presents the lesson by following these steps:

Step I	the teacher explain the concept of purification. Purification is the removal of minor and major impunity from body and cloth by means of wudu‟ or ghusul (ablution or ritual bath)
Step II	the teacher mention the kinds of purification. Hadath; purification of body c. hadathakbar is the major ritual impunity which requires making intention (niyyat) for cleaning. d. Hadith asghar is the minor ritual impunity. Habath: purification of cloth
Step III	the teacher explains the conditions leading to al-Ghusul. Haydah, nifas, janabah, jumuah, idayn, death, converting to Islam, urinating, answering the call of nature (defecating)
Step IV	the teacher explains the position of wiping head in ablution. the position of wiping head in ablution is sunnah
Summary	the teacher summarizes the lesson by re-explaining the main points of the topic treated.
Evaluation	the teacher evaluates the lesson by asking students the following questions: i. Explain the concept of purification.

ii. Mention kinds of purification.

iii. What are the conditions leading to al-Ghusul?

iv. What is the position of wiping head in ablution?

Conclusion	teacher concludes the lesson by allowing students to ask some questions while he is responding to them.

APPENDIX F

PRE-TEST INSTRUMENT

ISLAMIC STUDIES DIFFERENTIATED INSTRUCTION PERFORMANCE TEST (ISDIPT)

INSTRUCTION: answer all the questions by circling the correct options

1. Al Qur‟an was revealed in the night of ……

   A. Eid B. Isra‟ C. Maulud D. Mi‟raj E. Qadr

2. The revelation of Qur‟an took the period of _____ years.

   A. Sixty-two B. Ten C. Thirteen D. Thirty-three E. Twenty-three

3. Qur‟an is a divine word from……

   A. Allah B. Angels C. Jin D. Men E. Prophets

4. The revelation of Qur‟an was through the Angel……

   A. Israfil B. Jibril C. Mika‟il D. Raqib E. Ridwan

5. The preservation of Qur‟an involved the following **except**

   A. arrangement B. compilation C. recording D. standardization E. transliteration

6. Which of the following is **not** part of Taharah?

   A. Ghusul B. Iftar C. Istinja D. Tayammum E. Wudu‟

7. Ghusul _____ is performed after the stoppage of menstrual blood

   A. haydah B. istihadah C. janabah D. jumu‟ah E. nifas

8. wiping the head in ablution is……

   A. fard B. makruh C. mandub D. mustahab E. sunnah

9. The prophet (SAW) together with _____ secluded in the cave of Thawr

   A. Abu-Bakar B. Aliyu C. Khadijah D. Umar E. Uthman

10. The person sent to inform the Quratsh about the prophet‟s (SAW) mission during Hudaybiyyah was……

    A. Abu-BakaraiSiddiq B. Aliyu bin AbiTalib C. Bilal bin Rabah

    D.Umar bin Khattab E. Uthman bin Affan

11. How many children did khadijah have for the prophet Muhammad (SAW)?

A. 4 B. 6 C. 7 D. 8 E. 10

12. Prophet Muhammad was sent to the……

A. Arabs B. believers C. faithful followers D. poor only E. universe

13. the significant effect of the treaty of Hudaybiyyah was……

A. that Muhammad (SAW) met his enemies face to face to a decisive battle.

B. that Muslims were saved from the hands of Quraysh oppressors

C. the postponement of the pilgrimage that year

D. the Quraysh granted freedom of worship to the Muslims for the first time

E. the recognition accorded Muhammad (SAW) by the Quraysh

14. Which of the following is **not** among the causes of the battle of badr?

A. Establishing a political base free of oppression

B. Making the Ummah economically viable

C. Putting an end to the Makkan invasion on the ummah

D. Raiding the enemies for pleasure

E. Revenge on Makkan for Muslims maltreatment

15. The da'awa of Muhammad (SAW) in Makkah contains all the following **except**

A. Belief in the unity of Allah B. Complete obedience and submission to Allah

C. Divine punishment for wrong doers D. Establishment of Ummah

. E. Renunciation of idol worshipping

16. The Qur'an was compiled on the advice of …

A. Bilal bnRaba'a B. Khalid bnWalid C. Umar bnKhattab D. UthmanbnAffan E. ZaydbnThabit

17. The following were used in recording al-Qur'an at the time of the prophet (SAW) **except…**

A. Animal bones B. Animal skin C. Leaves D. papers E. stones

18. The following ritual baths are obligatory **except…**

A. Eid B. Haydah C. Janabah D. Mayyit E. Nifas

19. Which of the following is **not** a precondition for Salat?

A. Covering of groins B. Facing Qibla C. Maturity D. The time

E. Purity of cloth

20. The first prophet of Allah was …

A. Adam B. Harun C. Ibrahim D. Idris E. Nuh

APPENDIX G

POST-TEST INSTRUMENT

ISLAMIC STUDIES DIFFERENTIATED INSTRUCTION PERFORMANCE TEST (ISDIPT)

INSTRUCTION: answer all the questions by circling the correct options

1. Qur‟an is a divine word from……

   B. Allah B. Angels C. Jin D. Men E. Prophets

2. Which of the following is **not** part of Taharah?

   B. Ghusul B. Iftar C. Istinja D. Tayammum E. Wudu‟

3. The prophet (SAW) together with _____ secluded in the cave of Thawr

   B. Abu-Bakar B. Aliyu C. Khadijah D. Umar E. Uthman

4. The revelation of Qur‟an took the period of _____ years.

   B. Sixty-two B. Ten C. Thirteen D. Thirty-three E. Twenty-three

5. The revelation of Qur‟an was through the Angel……

   B. Israfil B. Jibril C. Mika‟il D. Raqib E. Ridwan

6. The preservation of Qur‟an involved the following **except**

   B. arrangement B. compilation C. recording D. standardization E. transliteration

7. Ghusul _____ is performed after the stoppage of menstrual blood

   B. haydah B. istihadah C. janabah D. jumu‟ah E. nifas

8. wiping the head in ablution is……

   B. fard B. makruh C. mandub D. mustahab E. sunnah

9. Prophet Muhammad was sent to the……

   B. Arabs B. believers C. faithful followers D. poor only E. universe

10. Al Qur‟an was revealed in the night of ……

    B. Eid B. Isra‟ C. Maulud D. Mi‟raj E. Qadr

11. The person sent to inform the Quraysh about the prophet‟s (SAW) mission during Hudaybiyyah was……

B. Abu-Bakar as-SiddiqB. Aliyu bin AbiTalib C. Bilal bin Rabah

E.Umar bin Khattab E. Uthman bin Affan

12. How many children did khadijah have for the prophet Muhammad (SAW)?

B. 4 B. 6 C. 7 D. 8 E. 10

13. Which of the following is **not** among the causes of the battle of badr?

D. Establishing a political base free of oppression

E. Making the Ummah economically viable

F. Putting an end to the Makkan invasion on the ummah

D. Raiding the enemies for pleasure

E. Revenge on Makkan for Muslims maltreatment

14. The da‟awa of Muhammad (SAW) in Makkah contains all the following **except**

B. Belief in the unity of Allah B. Complete obedience and submission to Allah

C. Divine punishment for wrong doers D. Establishment of Ummah

. E. Renunciation of idol worshipping

15. The significant effect of the treaty of Hudaybiyyah was……

A. that Muhammad (SAW) met his enemies face to face to a decisive battle.

B. that Muslims were saved from the hands of Quraysh oppressors

C. the postponement of the pilgrimage that year

D. Quraysh granted freedom of worship to the Muslims for the first time

E. The recognition accorded Muhammad (SAW) by the Quraysh

16. The Qur'an was compiled on the advice of …

A. Bilal bnRaba'a B. Khalid bnWalid C. Umar bnKhattab D. UthmanbnAffan

B. E. ZaydbnThabit

17. The following were used in recording al-Qur'an at the time of the prophet (SAW) **except…**

A. Animal bones B. Animal skin C. Leaves D. papers E. stones

18. The following ritual baths are obligatory **except…**

A. Eid B. Haydah C. Janabah D. Mayyit E. Nifas

19. Which of the following is **not** a precondition for Salat?

A. Covering of groins B. Facing Qibla C. Maturity D. The time E. Purity of cloth

20. The first prophet of Allah was …

A. Adam B. Harun C. Ibrahim D. Idris E. Nuh

APPENDIX H

ANSWERS TO ISLAMIC STUDIES DIFFERENTIATED INSTRUCTION PERFORMANCE TEST (ISDIPT)

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

APPENDIX I

Population of the study

SN	SCHOOL	BOYS	GIRLS	TOTAL
1	Alhudahuda College	670	---	670
2	Barewa College	426	---	426
3	Commercial College	30	32	62
4	Kufena College	143	---	143
5	Government Girls Secondary School Zaria	---	334	334
6	Government Girls Secondary School KofanGayan	---	275	275
7	Government Secondary School KofanKuyambana	266	89	355
8	Government Secondary School Dakace	144	66	210
9	Government Secondary School Likoro	41	11	52
10	Government Secondary School Yakasai	48	09	57
11	school of Islamic studies and Arabic secondary school A)	67	06	73
12	school of Islamic studies and Arabic secondary school (B)	109	110	219
13	Government Secondary School Kugu	59	16	75
14	Government Secondary School Gyallesu	204	121	325
15	Government Secondary School Awai	25	---	25
16	Government Secondary School Bogari	21	03	24
17	Government Secondary School Dinya	24	03	27
18	Government Secondary School Muciya (snr)	183	146	329
19	Government Secondary School Chindit (snr)	397	---	379
20	Government Girls Secondary School Chindit (snr)	---	295	295
21	Government Secondary School Magajiya (snr)	133	30	163
22	Government Secondary School Zaria	371	---	371
23	Government Secondary School pada (snr)	---	223	223
24	Government Girls Secondary School DogonBauchi (A)	---	435	435
25	Government Secondary School Aminu	156	92	148
26	Government Science Secondary School Kaura	213	118	331
27	Government Secondary School Tudun Saibu (snr)	119	31	150
28	Government Secondary School TudunJukun	102	161	263
29	Government Secondary School Richifa	49	03	52
	TOTAL	**4000**	**2609**	**6609**

Source: Zaria education zone (2017)

APPENDIX J

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

Instrument Validation Form

Dear Sir/Ma,

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

Head of Department (Signature, Date & Official Stamp

Student's Surname: SHEHU Other Name: MUHAMMED

Registration Number: NGEBFC8050 Programme: M.Ed. Curriculum & Tech

Title of the Instrument: ISLAMIC STUDIES ALTERNATIVES INSTRUCTIONAL PERFORMANCE TEST

Please comment on the following:

1. Appropriateness of the instrument for the research work: Satisfactory
   The objectives are in order
2. Clarity and simplicity of the language used: He used simple language
3. Suitability of the instrument to the level of respondents: Good
4. The extent in which the items cover the topic it meant to cover: Well covered
5. Is the instrument properly structured in line with objectives and research questions?
   Yes it is in hole with the objectives
6. Others (grammatical errors, spelling errors and others): All are in accordance

7. General comment on the instrument: He has qualitative instrument

Suggestion(s) for improving the quality of the instrument

1. The instruments has measured what is supposed to measured.
2.
3.
4.

ATTESTATION SECTION

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

Name of Attester: RABIATU MAHMUD

Designation: ISLAMIC STUDIES TEACHER

Name and Address of Institution: G.S.S KAURA JARIA

Phone No: 07038318778 E-mail: rabiatumahmud@gmail.com

13/3/19

Signature and Date

Thank You

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

Instrument Validation Form

Dear Sir/Ma,

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

Head of Department

Head of Department (Signature), Date & Official Stamp

Student's Surname: SHEHU Other Name: MUHAMMED

Registration Number: PGD/EFC/8050 Programme: M.Ed. CURR. & INSTRU.

Title of the Instrument: ISLAMIC STUDIES TEACHERS' INSTRUCTION DELIVERY PERFORMANCE TEST

Please comment on the following:

1. Appropriateness of the instrument for the research work: is satisfactory. because all the objectives are captured.
2. Clarity and simplicity of the language used: Simple language is used
3. Suitability of the instrument for the level of respondents: Very Suitable
4. The extent in which the items cover the topic it meant to cover: Well Covered
5. Is the instrument properly structured in line with objectives and research questions? Yes! is in harmony with the objectives
6. Others (grammatical errors, spelling errors and others): The work has been edited

7. General comment on the instrument: The instrument has quality.

Suggestion(s) for improving the quality of the instrument

1. To the best of my knowledge the instrument has measured what it is supposed to measure.
2. .....
3. .....
4. .....

ATTESTATION SECTION

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

Name of Attester: Dr Suleiman Ismaila

Designation: Supervisor (Minor)

Name and Address of Institution: A.B.U. Zaria

Phone No: 08065323933 E-mail: suleismailaa@gmail.com

11/03/19

Signature and Date

Thank You