EFFECT OF MULTIMEDIA IN TEACHING ISLAMIC STUDIES CURRICULUM ON THE ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL STUDENTS OF KADUNA STATE

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FEBRUARY 2014

DECLARATION

I declare that this thesis titled "EFFECT OF MULTIMEDIA IN TEACHING ISLAMIC STUDIES CURRICULUM ON THE PERFORMANCE OF JUNIOR SECONDARY SCHOOL STUDENTS OF KADUNA STATE" has been written by me in the faculty of Education, department of Educational Foundation and Curriculum, under the supervision of Late Professor Muhammad Ben-Yunusa, Dr. (Mrs.) Hannah O. Yusuf and Dr. A. Guga.

The information derived from the literature has been duly acknowledged in the text and in the list of references provided.

_____ _____

Lawal Abubakar Date

CERTIFICATION

This thesis titled "EFFECT OF MULTIMEDIA IN TEACHING ISLAMIC STUDIES CURRICULUM ON THE ACADEMIC PERFORMANCE OF J.S.S STUDENTS OF KADUNA STATE" by Abubakar Lawal, meets the regulations governing the award of the degree of Master of Education (M.Ed) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to the Almighty God for His mercy and guidance and for sparing my life from the beginning of my course work to the period of this research work. I thank Him very much because without God I cannot achieve this.

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Conducting a research of this nature can never be a one man work alone. I must thank God the Almighty for His infinite mercy and for giving me the strength, wisdom, patience and ideas to nurture my dream to maturity. I wish to acknowledge the contributions of my vibrant supervisors, Late Professor M. Ben-Yunusa, Dr. (Mrs.) H. O. Yusuf and Dr. A. Guga for their parental advice and academic contributions towards the completion of my study, I also want to thank Mal. Usman A.D (Head of personnel) Zaria Zonal Education Inspectorate Division, the principal and staff of GJSS Kofan Kuyanbana and G.S.S Aminu Sabon Gari for their encouragement and support.

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ABSTRACT

This study has its titled as "The effect of multimedia facilities on the academic performance of Jss Students in teaching Islamic studies content of the curriculum". The specific objectives for the study were:- To investigate the effects of multimedia facilities in teaching JSS Islamic Studies, to find out how the use of multimedia facilities in teaching JSS Islamic studies enhances the performance of male and female students and to compare the performance of students taught using multimedia facilities at pre-test and post-test and those taught using traditional method of teaching. Three (3) research questions and three (3) null hypotheses were formulated to serve as guide for this study. A sample of 100 students were proportionally selected out of 2162 population and were placed into experimental and control groups. The study made use of a standardized achievement test items as the instrument for data collection, the scores obtained were analysed using the t-test statistical method. Quasi-experiment design involving the pre-test and post-test was employed for the purpose of this study. The result obtained in this study showed that out of the three (3) null hypotheses formulated and tested at 0.05 level of significance two were rejected while one was retained, the rejection was attributed to the exposure of multimedia facilities to experimental group which indicated that t-value is greater than t-critical in the first Ho and third Ho while in the second Ho its retention indicated a similar result in the t-value and in t-critical. The findings revealed that multimedia facilities have a significant role on the performance of Jss Students. In view of the above findings it is concluded that effective use of multimedia facilities in teaching should be employed as it will enhance student's performance of in JSS level of education.

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OPERATIONAL DEFINITION OF TERMS

ICT	Information and communication technology
COMPUTER	Electronic machine operated under the control instruction
CD-ROM	Compact Disc Read Only Memory which assess user to read only on the disc without alteration
DVD	Digital Video Disc, which assess the user to view information / films
CURRICULUM	The word Curriculum comes from Latin meaning to run a course in education it means a combination of the learning experiences students are engaged in under the guidance of a teacher.
MALLAM	Scholar, a knowledge person
IBTIDAI	An Arabic term ,meaning primary level of education
SANAWI	An Arabic term meaning secondary level of Education
JAMIAH	An Arabic term, meaning University level of education
QURAN	Holy book revealed to prophet Muhammad (PBUH) and a book for believers of Islam
HADITH	Records of saying, action and silent approval of Prophet Muhammad (PBUH)
FIQH	Is a study of Jurisprudence which covers legal and moral worship
TAUHID	Is a study dealing with the unity of Allah as only one to worship
NIKAH	An Arabic term for Marriage
TALAQ	An Arabic term for Divorce
SUWAR	Plural of Sarah: A chapter(s) of the Holy Quran.
P.B.U.H	Peace be upon Him, attributed to prophet Muhammad
ANNAWAWI	The collection of 40 hadiths of Prophet

FARDAN	Obligations/Obligatory or compulsory act of worship.
QIBLAH	The direction in which Muslims face during prayers
RAK'AH	An essential Part of Prayer
RUKU	Kneeling/bowing in prayer
WUDU	Ablution performed before saying Prayer
TAHARAH	Ritual Purification
SUNNAH	Tradition of Prophet/Recommended act by Prophet (P.B.U.H)
SUJUD	Prostration in prayers
PTA	Parent Teachers' Association
ZEDA	Zaria Education Development Association
NATAIS	Nigerian Association of Teachers of Arabic and Islamic studies.
NECO	National Examination Council
ERC	Education Resource Centre
JSSCE	Junior Secondary School Certificate of Education

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Multimedia is a term frequently heard and discussed among educational technologists today. Unless clearly defined, the term can alternatively mean the development of computer based hardware and software packages produced on a mass scale and yet allow individualized use and learning. In essence, multimedia merges multiple levels of learning into an educational tool that allows for diversity in curricula presentation.

Mayer (2001) views multimedia as the exciting combination of computer hardware and software that allows you to integrate video, animation, audio graphics and test resources to develop effective presentation on an affordable desktop computer. But Philips (1990) opines that "Multimedia is characterized by the presence of text, pictures, sound animation and video, some or all of which are organized into some colorant programme.

However, today's multimedia is a carefully woven combination of text, graphic, sound, animation and video elements. If the end user is allowed i.e. the viewer of a multimedia project, is allowed to control "what ""when" and ''how'' the elements are presented, it becomes interactive multimedia.

As such, multimedia can be defined as an integration of multiple media elements (audio, video, graphic, text animation e.t.c.) into one synergetic and symbiotic whole that results in more benefit for the end user than any of the media element can provide individually.

On the other hand, at the inception of the 6-3-3-4 system of education, Islamic studies was a core subject at the junior secondary school level, but elective at the senior secondary. In the 1998 edition of the National policy on education, however, with the revised edition of policy in 2004, the subject became elective at the junior secondary school level and a core subject at senior secondary school. With this development more attention is directed to the implementation of the curriculum, this is because Islamic Studies has been made compulsory.

As an experienced teacher, the researcher of this study gained useful experience and observed that most teachers either have no multimedia facilities or do not make effective use of the multimedia facilities in their teaching, this negligence towards effective use of multimedia in teaching and learning is common to both trained and untrained teachers i.e. those who have no teaching qualification.

In teacher training schools, emphasis is laid on the effective and adequate use of instructional/multimedia facilities in all instructional situations. During teaching practice, a student teacher is assessed according to how effective he/she selects and uses instructional aids in teaching a specific content of a curriculum, student teachers equipped themselves with necessary facilities but surprisingly after graduation, these same teacher trainees (as teachers) became reluctant to use the available facilities in their teaching learning situation.

The utilization of instructional facilities does not start with secondary schools in Kaduna State. According to Seattler (1968) images had been utilized as communicative media since the time of the creative men of upper Paleolithic

France and Italy and down through Egypt. Mayer (1996) and Seattler (1968) state that both Cecero and Senaca approved the use of visual forms of instruction.

With the development of modern technology, teachers no longer have to rely solely on words to make their teaching more effective and meaningful. There are many varieties of facilities around that can be used to make teaching and learning more vivid and more interesting.

It is the researcher's opinion that every educator and teacher in particular, not only in Zaria inspectorate Division of Kaduna State, but all over the country should realize the importance of multimedia facilities in teaching and learning thereby making adequate use of them in every classroom interaction. This is so as the relevance of multimedia facilities in teaching has been emphasized by educators and teacher trainers.

It is the researcher's concern about lack of initialization or non effective use of multimedia facilities that motivated the researcher to delve into the Islamic Studies area of Junior Secondary School curriculum in order to assess the effect of multimedia in the performance of JSS students of Islamic studies in Zaria inspectorate Division of Kaduna State.

1.2 Statement of the Problem

It has been observed by Jimoh (NATAIS 1999) that Islamic Studies as a subject in secondary schools in Nigeria faces severe problems in relation to its curriculum content and delivery by the Islamic studies teachers. However it is

unfortunate to observe that Islamic studies has been neglected by the learners and its content delivery by teachers has been too slow.

Similarly, it has been observed by Arikewuyo (NATAIS 1999) that teaching and learning of Islamic studies in secondary schools was bedeviled with multi-dimensional problems which impede successful implementation of the curriculum. At the centre, the most clear learning problems are the teachers who are ill-equipped for the task ahead, unqualified, complexity of the curriculum, inadequacy of instructional facilities for example, multimedia facilities.

As a result, the 2006 examination of Islamic studies which was recorded by inspectorate Division Ministry of Education, Zaria, that the overall performance of students was 46.8%, in 2007, it is only 43.3% in 2008 while in 2010, it was 42.6%.

In view of the above this research work is set to solve the problems of academic failure in Islamic studies subject and improve the academic performance of students through the use of multimedia facilities in teaching the curriculum of the subject by finding out the effect of the multimedia facilities in teaching Islamic studies curriculum.

1.3 Objectives of the Study

The general objective of this study is to determine the effect of multimedia on the teaching of Islamic studies education on the academic performance of JSS secondary school students of Zaria inspectorate Division of Kaduna state.

The specific objectives of this study are to:

1. Investigate the effects of multimedia facilities in teaching JSS Islamic studies.
2. Find out how the use of multimedia facilities in teaching JSS Islamic studies enhances academic performance of male and female students.
3. Compare the performance of students taught Islamic studies at pre test and post test using multimedia facilities and those taught using traditional method of teaching.

1.4 Research Questions

The study intends to provide answers to the following questions:

1. What are the effects of multimedia facilities in teaching JSS Islamic studies?
2. How does the use of multimedia facilities in teaching JSS Islamic studies enhance the performance of male and female students?
3. Is there difference in the performance at pre-test and post test of students taught Islamic studies using multimedia facilities and those taught using traditional method of teaching?

1.5 Research Hypotheses

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

Ho_1 The use of multimedia facilities has no significant effect on JSS students academic performance in Islamic Studies

Ho_2 There is no significant difference in the performance of male and female students exposed to multimedia facilities in teaching Islamic studies.

Ho_3 There is no significant difference in the pre test and post test scores of JSS students taught Islamic studies using multimedia facilities and those taught using traditional method of teaching.

1.6 Significance of the study

The result of this study will be significant through the following ways:-

The findings will help policy makers realize that the world is becoming a global village with varieties of multimedia facilities that can enhance teaching and learning.

The finding had revealed to government, educational planners and teachers that multimedia facilities have the potential to contribute in different faces of educational development and effective teaching and learning.

The research findings will be useful to education policy makers and curriculum developers of JSS Islamic studies curriculum as it will make them appreciate the need to make necessary adjustments especially on incorporation of full and comprehensive use of multimedia facilities such as television, DVD, Radio and other devices i.e information and communication technology (ICT) in teaching Islamic studies.

The study findings will suggest to policy makers the need to provide necessary multimedia facilities to Islamic Studies teachers, this will enable them achieve National Educational goals as spelt out in National Policy of Education (2004), which emphasized on inculcating values of faith in man's ability to make rational decision and inculcate moral and spiritual principles, inter-personal and human relations.

The outcome of this study finding will also suggest ways of effective use of multimedia facilities to enhance teaching and learning in Junior Secondary Schools.

The study finding will add more light on the importance of multimedia in the teaching of Islamic studies in secondary schools.

1.7 Basic Assumptions

In this study the following were assumed:-

- That administering test to students in this study will reveal the actual performance of students.
- That the sample used for the study represents the population as the population have similar characteristics in common.
- Multimedia facilities play a vital role in effective teaching and learning

1.8 Scope of the Study

The study is on the effect of Multimedia in teaching Islamic studies curriculum on academic performance of junior secondary school students in Zaria inspectorate Division of Kaduna State. The research was restricted to students of JSSII Public junior Secondary Schools under Zaria Inspectorate Division of Kaduna State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 **Introduction**

The use of multimedia facilities in the classroom is very important in providing opportunities for students to learn and visualize concepts effectively. Several studies argue that the use of new technologies in the classroom is essential for providing opportunities for students to learn operate in an information age. It is evident as Yalland (2001) argued, that traditional educational environment does not seem to function or be productive in the workplaces of today's society.

However, in this chapter the literature review will be under the following sub topics: Conceptual Framework, Concept of Islamic Studies Curriculum, Types and Nature of Multimedia Instructional Materials, Using Multimedia In Teaching Islamic Studies, Role of Multimedia in Teaching and Learning in an Educational Setting, Importance of teaching Islamic Studies in schools, Curriculum Implication of Multimedia on Islamic Studies, Challenges of Curriculum Implementation in Learning Institutions and the Empirical studies.

2.2 Conceptual Frame Work

Many attempts have been made to define Islamic education. According to Ashraf and Hussani (1979), 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) opines that Islamic education is a process of discipline, which ensure 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.

In Nigeria today there are some people who adopt a confused approach to defining Islamic education; these people deliberately refer to Islamic education as being synonymous with Islamic studies which is a subject in the Nigerian western-oriented educational system. The basic difference is that Islamic studies is an academic subject offered in a formal school setting whereas Islamic education refers to the totality of the upbringing of an individual within the content and context of Islam, it therefore transcends the classroom setting and can be received formally and informally.

The history of Islamic Education in Nigeria is the same as the history of the religion of Islam itself. This is because Islamic religion goes to any place or community along with its own form of education (Balogun, 1982). According to Ajidagba(1986), Islam, which predates Christianity in Nigeria, is said to have come to the country in the 11th century, it is on record that when Kanem Ummi Jilmi of the old Bornu accepted Islam he established the first Qur'anic school in

his palace. The structure of the early Islamic education was built on the hierarchical structure of Islamic faith and the only reference and rallying points is Allah, the Creator and the Sustainer, so the starting point is to learn how to recite Al-Quran.

The early Islamic schools are always called Qur'anic schools in Nigeria after the completion of Quran recitation and student is able to memorize the Qur'an (Fayose 1995) and when the Malam is satisfied, a student would then begin to study further under an erudite Malam who may not necessarily be the only teacher to handle the student till he himself become highly knowledgeable in the field.

In Nigeria, Ansarul-Islam society of Nigeria which was established in 1942 and which happened to be the first Islamic organization in the north was credited for being the vanguard of the formal Islamic system of education until the society introduced the formal school system whereby students sit on benches in a typical classroom manner, Islamic education was handed non-formerly in the residence of the Mallam, it should be pointed out here that there had not been either any form of government assistance or foreign aid to Islamic education as at that time, in spite of this segregated attitude of the government, however, Islamic education continues to grow along with the increasing population of Muslims in the country. The scenario today is that of a complete transformation of the system, Islamic educational system now competes with western counterpart in structure and infrastructure, now there is Ibtida'I, Sanawi up to Jami'ah level of education. Similarly, there are many Islamic educational institutions that have all the

facilities of the modern schools system, such schools operate programmes and activities on terminal basis, go on short and long vacations and have incorporated co-curricular activities into their programmes. According to Umar(2000) Islamic education began to witness a tremendous growth between 1976 and 1996 from sitting on mats in houses to benches at modern Islamic schools.

2.3 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) defines curriculum as that content and those process designed to bring about learning of educational values, but Marsh and Stafford (1984) see curriculum as an inter-related set of plans and experience which a student completes under the guidance of a school. Yunusa (2008) asserts that it as a varieties of learning activities that pupil engaged in under the guidance of teachers. Yusuf (2012) 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 e.t.c.

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 engage with but under the guidance of a teacher as observed by Yunusa(2008) and this varieties of learning experience in Islamic studies curriculum constitute the six inter connected topics to be learnt by students that include, Arabic alphabets, Quran, Hadith, Fiqh, tauhid sirah and Tahadhib, as it is contained in the 9 years curriculum published by Nigerian educational research development council, Abuja (2007).

According to the curriculum published by Nigerian Educational Research and Development Council NERDC (2007) 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, 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 Millennium Development Goals (MDG). 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 etc.
- 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 (PIV of 9 years Basic Education Curriculum of JSSI-III Islamic Studies).

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.

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, Sirah and Tahadhib.

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.

The Quran is the revealed word of Allah, the book of Islam and the first of guidance for a Muslim in his belief, modes of worship and morality including social, economic and political affairs. In the Junior secondary school or Upper basic 1-3 as contained in the universal Basic Education programme, curriculum of Quran needs memorization and meaning of some short verses together with essential information about the revelation and compilation of the Quran while in the senior secondary school curriculum the Quran concentrate less on memorization and more on understanding of ideas.

The Hadiths are the recorded sayings and actions of prophet Muhammad (P.B.U.H.), their functions are to give further explanations or elaborations of the basic principles of the Quran and to show in some details how prophet practiced Islam, the curriculum here subjected students to study a number of Hadith from the famous collections of Annawawi and the moral values contained in each of the hadith.

The Tauhid means literally unity and from Islamic point of view it means oneness of Allah and in English term it means theology of Allah on belief. The curriculum deals with the teaching of the fundamentals belief in the unity of God his angels, His revelations to mankind, the accountability of man for his deeds on the day of judgment and Allah's ultimate control over His creation. Tauhid is therefore an essential component of the Islamic moral legal system.

The fiqh refers to jurisprudence which covers both formal worship and legal system. The formal worship are wudu, salat, Zakat, Sawm, and Hajj while legal system or Matters are Nikah, Talaq and Hudud. In this case, the curriculum deals with spiritual, moral and social values of both formal worship and legal matters and this helps to unite the community, instill sympathy among people and arouse God's consciousness in the individual and in the community.

The Sirah or Tarikh is the historical development of Islam and partly the life story of Prophet and moral lesson to be learned, to emulate the prophet's exemplary behavior. It similarly deals with some of the earlier prophets, the four righteous calips, the spread of Islam to West Africa and the contributions of

Muslims to the world civilization, it also covers some great Islamic figures in the history of Nigeria.

The Tahadhib in the curriculum puts special emphasis on the field of moral and social teaching derived from Quran and hadith. The curriculum in this aspect include personal cleanliness and clean habits, greetings, good manners, honesty, truthfulness etc, it also include warning against the evil of bribery and corruption stealing, alcoholism, adultery, fornication, gambling, fraud etc.

It will be observed from the description of the above six branches of Islamic studies curriculum being taught are all inter-dependent and that Tahadhib in particular is derived from an inter-related of each of the others. The Quran and hadith provides its source, Tauhid exemplifies it authority and sanction, fiqh demonstrate and inculcate its practical expression while sirah or Tarikh exemplifies it in the line of the Prophet and of the other great Muslims. In view of the studies themes in an anticipated three (3) period per week, the themes have been grouped in pairs in accordance with their most natural connection i.e. Hidayah (Guidance) comprising Quran, Hadith and Tahadhib. Fiqh (jurisprudence) comprising Tauhid, Ibadah and Muamalat. Tarikh comprising Sirah, spread of Islam to West Africa and contribution of Muslim to world civilization.

However, any attempt to separate moral education from Islamic studies for Muslim is therefore, retrogressive and bound to weaken or nullify its effectiveness.

2.4 Types and nature of multimedia instructional materials

The extent and depth of research carried out on any specific multimedia facilities depend on the amount of value attached to it. There are varieties of multimedia facilities designed to achieve various purposes.

According to Kelleher et al (2000). Television viewing in the schools and home is particularly significant because these are two main agents of socialization and education of the individual.

Filep et al (1990), claimed that television came into a wider use at a time when media was being supported by generous grant for educational purposes or otherwise.

Research on programmed instruction also was generously supported in the late 1950's and early 1960's both because it was recognized as a new process among the old ones because the fund for advancement of education and the united State office of education had resources with which to contact from such research.

National council of Education technology (2010) also claimed that film had long been a popular subject for research because of its promises towards increasing learners performance and because investigators find it easy and can be replayed or viewing when necessary. Radio though came to take advantage of Federal support for media research, Educators showed surprisingly little interest in it. Projector is also a good instructional material for teaching and learning of Islamic studies.

Information and communication technology is presently the most important multimedia instructional material for teaching and learning.

Teaching and learning is all about interaction between teachers and learners, information and communication technology (ICT) can play various roles in such interactive processes. According to Bransford et al (2000) several studies have reviewed the role of ICT on learning and have conducted that it has great potentials to enhance student's achievement and teacher's effectiveness. To buttress the points being conveyed in this section, details of specific multimedia facilities can be used in secondary schools Islamic studies classroom. Multimedia facilities that can be used in teaching Islamic studies education include:

i. Radio

A number of studies have been made on radio as Instructional material and result showed that it is an effective media for imparting knowledge to the learners. According to Wittish (1991) educational radio provides listening, participation, effective means of presenting studies, team teaching and increasing student's performance

Lumbly (1990) reveals that pronunciation of students who listened to radio was better than those of students who did not.

According to Butcher (2003) "Radio has been used in education ever since it became available". Penny (1993), of the centre for international Education at the University of Sussex, states a bit more specifically that interactive radio instruction (IRI) is characterized by "highly coordinated" instructional materials and delivery strategies and includes elements of active participation on the part of the

students. He goes on to say that IRI "is effective, is cost-effective and teachers are enthusiastic about it" (Penny C., 1993 P.24).

In support of this, the South African Institute for Distance Education (2004) stated that educational radio initiative in South Africa were "Effective in providing topical programmes and reaching large numbers of learners rapidly" (P. 36). In this case radio can be used to teach Quranic recitation for a large number of students at a particular time.

ii. Television

Television was recognized as a vital medium of education, information and socialization. Some studies have been conducted on television as an effective instructional media Brown et al (1995) indicate that students remember only 10% of what they read, about 20% of what they learned and 50% of what they hear and see. This indicates that television has the potentiality of performing this task but when effectively and correctly utilized by the teachers and the learners.

Canton and Pain (1996), claim that the advantage of television viewing have long been the subject of educational research. Result from such research showed that televisions have some values as the film. This shows that television has the power to bring into the classroom many important events at exactly the moment they are taking place. It should be noted that there are some indications that instruction via television had advantage over Islamic studies classroom

Instruction. Wittish and schullar (1990) in the magazine for managers of change in education. January-February (1997) point out that:

"It was recognized that there is no magic in television. It is now widely recognized that the effectiveness of educational television depends on excellence of planning, producing, use audio visual media and systematic class room Utilizations'' (P. 75)

However, the effectiveness of Instructional television in the teaching and learning will depend on the types of quality of the television instruction.

iii. Tape Recorder

Researchers made it clear that tape recorder has been agreed by educational technologist that it increases learners performance. Tape recorder can be used for individual instruction, this is especially useful for slow learners, because they can listen to tape on their own without holding back the rest of the class, they can also be used to record the instructions on television or radio.

Tape recorder is an important Multimedia material in teaching and learning process. Elliant (1991) compared the use of tape recorder with television in a lesson in a private secondary school, the result revealed that lower I.Q students gained relatively more from tape recorder.

iv. Films

It is generally assumed by educational technologist that what can be said about learning from film is much the same as what can be said about television. As a result, many experiments on instructional television, have actually used a film for projection through the television., the main difference between television and film relate chiefly to different ways of delivering the two media, the fact is that television can be transmitted. Instructional film does not only increase pupils performance but also increase factual learning.

v. Information and Communication Technology (ICT)

An information and communication technology is the combination of people, hardware, software, communication network and data resources that collects transforms and disseminates information, Wong et al (2006) pointed out that technology can take part in supporting face-to-face teaching and learning in classroom many researchers and theorists assert that the use of computers can help students to become knowledgeable, reduce the amount of direct instructions given to them and gives teachers an opportunity to help those students with particular needs (iding, crossby and peitel 2002).

According to Grabe et al (2007) technology can play a role in student's skills, motivations and knowledge, they claim that ICT can be used to present information to students and help them complete learning task.

Becta (2004) indicated that the success of the integration of new technology into education varies from curriculum to curriculum, place to place, class to class depending on the ways in which it is applied, in Islamic studies there are some areas where I.C.T. has been shown to have impact.

2.5 Using multimedia in teaching Islamic studies

Islam gives great importance to knowledge and education, when the revelation of Quran began, the first word of its first verse is ”Iqra” which mean “read” thus, education is the starting point of every human development.

The purpose of education is not just making a student literate but adds rational thinking, knowledge and self sufficiency, in order to achieve this purpose effective and innovative teaching and learning methods are vital, especially in facing digital students era. The digital revolution has resulted in one unintended consequence. Today’s youth are actually much more media-centered than previous generation. In fact many people believe that the brains of today’s youth have actually become reviewed to accommodate the thousands of hours they spend in front of computer screens watching and creating videos, listening to music, it has also been said that today’s youth speak digitally.

Understanding today’s digital kids and how they learn has profound implications not only for how teachers teach, but also, and perhaps more importantly, for how teachers reach them. Educational technology and multimedia can be valuable tools when they are integrated into the curriculum appropriately to achieve learning gains, particularly when they are combined with a twenty first

century curriculum. Teachers have to decide whether to try to pull digital students away from their native digital world or to motivate them by tapping into their digital world and using their natural inclination and inquisitiveness about what is digital (shelly et al2006). The choice here is in our (teachers) hands. However, if we want to continuously grasp student's attention make them happy to learn and create an exciting environment, we need to follow the current and not be against it.

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

Originally, a multimedia might have a tape recorder for audio and over head projector for text, but as software and hardware becomes capable of and adept in handling more than one media, the term, multi-media was coined to

define computer software applications and presentation that utilizes more than one media shelly et,al (2006).

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

2.6 Role of Multimedia In An Educational Setting

"Multimedia is referred to as materials on both CD Rom and available on the internet" (Roger, 1999). It is then meant to be applied to multiple media such as a series of books and audio cassettes tied to a television or video programmes. This assertion was in line with Phillip (1990) who characterized Multimedia by the presence of text, pictures, sound, animation and video, some or all of which are organized into some coherent program". Multimedia is a powerful tool for making presentations, it offers unique advantages in the field of education for instance in teaching biology, an instructor cannot bring a killer whale alive into class room. Multimedia enables us to provide a way by which learners can experience their subject in a vicarious manner. The key to providing this experience is having simultaneous graphic, video and audio, rather than in a

sequential manner. Moreover under conditions of chronic findings, multimedia can provide and enhance or augment learning experience at a low cost per unit.

Traditionally, the primary sources for obtaining information would be the encyclopedia generally available in the library. With access to interactive multimedia, the students would collect various textual materials about geographical locations of Arabian countries on a C-D Rom. In addition, students may be able to copy diagram or the skeleton and muscular structure of an animal. For the students, another advantage of multimedia is, it allows them to work at their own pace and control their leaning path, students also learn from infinitely patient tutor and actively pursue learning and receive feedback.

Beside student's use, teachers should find multimedia of great use in delivering their lessons. For example, a history teacher could use a multimedia CD to create lecture on a non-violence movement by using film clippings and audio tapes on Mahatma Gandhi or Martin Luther King to teachers. Also, it allows for creative work, it saves time for more challenging topics and increases students' contact time for discussions.

2.7 **Importance of Teaching Islamic Studies in Schools**

Education is a light that shows mankind the right direction to surge, as earlier mentioned the purpose of education is not just making a student literate but add rational thinking, knowledge, ability and self sufficiency. Hazlina and Jusuff (2009). In line with the emphasis laid down by Islam on education, the junior secondary school Islamic studies curriculum spells out four broad objectives to be

achieved at the end of its implementations. These according to federal ministry of education (FME 1985) are:-

- To prepare the students spiritually, morally socially and intellectually for his role as a Muslim in the world which he is entering.
- To give him an insight into the broad view of Islam in both the past and the present
- To help him further his studies of Islam both formally and throughout his life in accordance with the saying of the prophet" seek knowledge from birth to the grave
- To enable him practice properly all his religious duties.

From the above four objectives, one can deduce that teaching of Islamic studies in schools has impact to the lives of individuals and the society at large. However, it is important to note that preparing students spiritually through the inculcation of fear of God (Allah), the God of the universe, helps students to fear Allah in their minds. Teaching Islamic studies in moral lessons such as adultery and fornication, bribery and corruption, fraud and stealing, alcoholism etc and their implications in Islam prepare students to be morally sound.

Moreover, the Tahadhib unit of Hidaya covers almost all strategic area of moral life which an average adolescent leads. The unit includes the teaching of honesty in words and deeds, dignity in labour, teaching these will have an impact on students and eventually prepare them morally.

Teaching hadith of prophet (P.B.U.H) as well as tarikh give a vital impact in attaining the second objective which spells out to give an insight into broad view of Islam both the past and the present this will inculcate the spirit of hardworking. Love of Islam as well as making students more devoted to the religion of Islam.

When the interest of subject is aroused in the minds of students while teaching them it makes them to have interest to further studies in Islamic education formally and otherwise, the 'other wise" referred to as non-formally, this is to say Islamic studies could be studied in conventional and non-conventional schools. According to Fafunwa (1974), that while the formal education takes place in organized manner, however, teaching Islamic studies when the teacher controls the instructions it becomes more structured and help them to have sufficient interaction with the students and as such students benefits so much from their teachers.

Teaching Islamic studies in schools help students to practice Islam properly but this is only possible if the area covered in the curriculum is effectively implemented, different topics of Islamic studies taught and properly covered will have impact on students particularly on the areas of iman, salat, zakat, sawm, hajj and other religious duties.

2.8 Curriculum Implication of Multimedia on Islamic Studies

The existence of ICT into this world has brought a lot of changes in every human endeavor especially in educational sector and specifically in Islamic studies in effect, these changes demands the need to adjust Islamic studies programmes towards information and communication technology innovations so that both students and teachers will take initiatives in redesigning curriculum and making changes to meet the emergency need of IT.

Curriculum has a place in the relationship dimension of the environment, in that the students and teachers are focused on certain process and content in the curriculum and have a relationship with the curriculum and the methodologies that are associated with conveying the curriculum. Students and teachers may have very different relationship with different component of the curriculum.

Adeniyi in the 9 years curriculum of JSS1-3 Islamic Studies (2007) opined that the new curriculum of Islamic studies is based where appropriate on the participative and explanatory method of teaching. This traditional system of religion instruction is expected to be much more interesting and effective in influencing the attitude and understanding of the students, however, he maintained that Islamic studies teacher would take the initiative of redesigning curriculum and making changes to meet the emerging needs.

Writing about curriculum implication of multimedia to Islamic studies is in line with what Adeniyi in the 9 years curriculum of JSS1-3 Islamic Studies (2007) stated in national curriculum of Islamic studies in which he maintained that the NERDC other stakeholders have a role to play in encouraging competent

writers and artists in the preparation of text books, references books and audio-visual aids, the latter being at present almost entirely home-made, where they exit at all. Wall charts would be of great use for Islamic studies. Information technology device should also be made available.

In this case it is necessary to redesign Islamic studies curriculum in order to incorporate the modern information technology and multimedia as this would enhance competence that will enable them enter and progress.

Riel (1998) observed that the use of multimedia impacts on both declarative and procedural knowledge to such an extent, that clearly the current curriculum and learning were not designed to accommodate the increasingly rapidly expanding quality of curriculum to be positive, however, with the use of multimedia students can be encouraged to address real problems and develop analytical and interpretive skills. The classroom can be transformed into learning community make it possible for many more people to be a part of the learning process in an open dialogue.

The effective teaching of Islamic studies requires facilities for its practical applications and support from school authorities for students, so that they can apply what they have learnt this has many aspects which includes:

- The need for provision of a mosque or recognized place of prayer of Muslims so that the prayers is given its due importance.
- Provision of facilities such as ICT facilities (containing enough Islamic web-sites) to enable students send and receive information treated in the text books or class room.

- Due to the new approach in the Islamic studies curriculum/syllabus the federal ministry of Education need to organize re-training course on IT and Islamic studies for teachers of Islamic studies of secondary schools while colleges of education should be made to prepare their students for the effective handling of syllabus in one of their courses. Etubi (2009) opined that if Islamic studies must meet up with the new challenges in the era of technological development, manpower must be trained to fit into the modern office, the curriculum of Islamic studies education programme should be redesigned and enlarged to accommodate the new information technology.

2.9 Challenges of JSS Islamic Studies Curriculum Implementation

Curriculum implementation, according to Okello and Kagoire (1996:124) "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, some of these barriers according to Mkandawire (2010)can be as well be referred to as impediments to curriculum implementation.

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, (Sibulwa1996:35). 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 processes 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 had 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 JSS Islamic studies curriculum implementation.

Unavailability of school facilities and equipments like classrooms, libraries, resource centers, offices, desks, schools halls and others. The fact that the education sector is under-funded by the government means that the availability and quality or facilities in learning institutions is affected negatively. It has been observed that in most government schools in Zambia with an exception of the newly built, infrastructure is in a deplorable condition. Kelly (1999:196) describes the buildings as "dilapidated, unsafe and sometimes unusable." In certain instances, some schools have inadequate classroom accommodations, which give rise to double or triple 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. However, the face of infrastructure has improved in some schools with the help of donor funding such as 'NGO's.

Teaching and learning Islamic Studies 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 books or writing materials, no chalk, inadequate or out of-date library. Worst of all, with population explosion, classrooms are overcrowded and learners are made to share whatever little stocks of material and furniture available. In such situations, teacher's effectiveness is hampered and it becomes almost impossible for the teacher to render individual student attention because of large numbers of students in classes. This kind of situation in schools will make it very difficult for curriculum implementers to carry out their roles effectively, Jamiu (1999).

Quality and quantity of Islamic education teaching staff to meet the expectations of student and the society is another impediment. Teachers are the most important human resources in curriculum implementation since they are the ones who adopt and implement the ideas and aspirations of the designers. This implies that the success of the curriculum depends on the teachers (Okello and Kagoire 1996). A sufficient supply of trained Islamic studies teachers is therefore needed, if the implementation of the curriculum is to be effective. In Zambia, 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 are overstretched, hence they are overworked which in turn affects their capacity to teach effectively. In the case of high schools, for example, where there is specialization in terms of teaching subjects, some subjects are not offered in certain schools even though they appear in the curriculum because of trained teachers in those subjects are not available. Okello and Kagoire (1996:125) say, "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. Meanwhile if the quality of Islamic Studies 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. Islamic education system needs adequately trained and motivated teachers in order to succeed in its program but if we look at Nigerian education system it lacks such teachers. For instance, the intended curriculum includes content for learners with special needs but trained personnel to handle such learners are inadequate. Hence, in some cases, learners end up being taught by untrained teachers. This problem is also experienced in high schools. In other Instances, some teachers fail to perform effectively despite their being fully qualified because they are either not well-educated and trained or they are well-educated and trained but demoralized. Mkandawire(2010) cited Kelly(1999) as he said 'The ill-trained teachers lack. The knowledge of the subject matter, 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''. This is a very clear instance when we consider an English teacher who has no material for comprehension lessons, he will abandon the component all together and concentrate on teaching components such as structure where material is available. Similarly, in the absence of apparatus and chemicals needed for experiments, a science teacher will resort to teaching experiments theoretically, denying the learners the practical aspect of the content. And also an Islamic studies teacher who is ill- equipped with multimedia facilities to teach JSS Islamic studies concepts such as recitation, practical aspect of ablution (wudu) or salat may end up using only chalk and board to teach not minding whether JSS students can recite or perform these acts correctly.

Bidmos (1999) opined that poor conditions of services for Islamic Studies curriculum implementers is another challenge. In the same vein, poor salaries, no housing and generally poor conditions of service also demoralize the teachers who may resort to go into private commercial enterprises to supplement meager salaries. If various education policies and programs are to be effectively implemented, teachers ought to be adequately trained and motivated. After pre-service training which provides foundation for professional service, Islamic studies teachers need to keep abreast with new developments in the system through in-service training. Other professional staff such as librarians also needs to be on training in order to give sound support to the teaching staff and JSS students in the implementation of the curriculum.

Jimoh (1999) stressed that Poor time management by school administrators and teachers is another factor. JSS Islamic studies Curriculum implementation is also hindered by what goes on in learning schools. Student's learning time is mismanaged by administrators and the class teacher. In most schools, a lot of time is taken up by activities such as assemblies, meetings held by visiting government officials, health talks, variety shows held during lesson time ,teacher-service programs such as in house workshops which last the whole day and students are either sent away or asked to stay away from school, unplanned holidays such as when a teacher dies, children's day, teachers' day, democracy day and many other unforeseen eventualities that take place at the expense of learners.

When it comes to classroom time management, the class teacher is the main player. A teacher who is not time conscious is not disciplined and a drawback in as far as curriculum implementation is concerned. For instance, a teacher of Islamic studies who goes to class for five [5] minutes each lesson in a particular class every day, will have lost 25minutes at the end of the week. That is a lot of learners time wasted and will derail the implementation of JSS Islamic studies curriculum, since curriculum developers take time into consideration when developing the curriculum. Teacher's absenteeism from work for various reasons also cost the pupils learning time. Learner absenteeism from school also deprives the learner of learning time. Kelly (1999), stressed that, the need to devote inordinate amount of time to the management of problems of large classes effectively reduce students' time on the learning task which results in the failure to complete the intended content for the lesson and will necessitate the allocation

of more time to the same task. Apart from that, mock and final examinations also take up learning time for non examination classes.

Ajidagba (2003) stressed that there are many factors that have a negative effect on JSS Islamic studies curriculum implementation, it has been observed that, the nation's economy plays a vital role in as far as the implementations of the curriculum is concerned. The availability of all resources required in the education system to facilitate effective teaching and learning processes depends on the money available. To a larger extent even the learner's well-being in terms of good health and nutrition is also determined by the nation's economy. In view of this, JSS Islamic studies curriculum developers, adopters and implementers should be mindful of destructors such as these and address them adequately in order to minimize the impediments to curriculum implementation in our schools.

2.10 Empirical Study

In this section several studies related to the use of multimedia facilities in teaching were addressed, particularly it review the literature related to the academic performance of students. All these are effort to improve teaching and learning which is not in isolation from the body of knowledge and research of education in Nigeria.

Halilu (2000) carried out a research on the effect of instructional materials on the performance of Grade I and II primary school pupils in social studies of Katsina state. The study was aimed at finding out if there is deference between the performance of Grade I and II pupils taught social studies concepts with

instructional materials and those taught without it. The study used 234 pupils as sample from 13 primary three Grade I and II, quasi experimental design was used and t-test statistical method was used to test the six hypothesis formulated in the study. The result indicated that the performance of pupils taught social studies concept with the application of instructional materials was better than those taught without it.

The study is related to this one because it was aimed at finding out the performance of pupils and was concerned with some objectives or variables that this study is also concerned with, such as finding the effect of instructional material on the academic performance of learners, it however differ from this in that it find the effect of instructional materials on the performance of Grade I and II social studies primary school pupils of Katsina state while this study is concerned with finding the effect of multimedia facilities on the academic performance of JSS Islamic studies students of Zaria inspectorate division of Kaduna state. This study is therefore more relevant with this era and advanced than that of Halilu (2000).

Arikewuyo (1999) carried out a study on teaching fiqh in senior secondary schools of kwara state and its effect in the academic performance of male and female students. The study was aimed at assessing the effects of teaching fiqh in the male and female performance at senior secondary school and determine the level of changes in the moral attitude of male and female students. Five hundred and eighty students were involved in the study which found no significant difference in the performance of male and female students, indicating an equal

performance of both male and female students, in the acquisition of fiqh knowledge and its application.

The study was concerned with academic performance of male and female students which is relatively similar with this study because one of the hypothesis in this study was formulated to find if there is significant deference in the academic performance of male and female students and it established equal performance of male and female students. However, it defers from this study because as this study emphasized on the application of multimedia facilities in teaching Islamic studies concept, Arikewuyo (1999) study emphasized on the effective of conventional teaching of islamic studies concept, as such this study is more better in teaching than use of conventional teaching at this digital era.

A study was carried out by Adodo and Agbayewa (2007) on the effectiveness of computer Assisted individualized instruction (C.A.I) on students cognitive ability in Akure South. The study was aimed at assessing the effectiveness of computer Assisted individualized instruction on students cognitive ability, in which 45 JSS 3 students randomly selected from 3 schools were involved using quasi experimental design gave the following result after testing two hypothesis, the result indicated that students were able to cope with the use of computer individualized instruction and performed better than those taught with conventional method (traditional method).

The study is similar to this study in terms of methodology and because this study assess the effectiveness of multimedia facilities which is an integration of

computer. However, it differs because it was restricted to only computer Assisted instruction (CAI) which was specific. This study however is broad than that of Adodo and Agbayewa(2007) as varieties of media facilities could be used with a view to assess their effectiveness.

A study carried out by Meltern and Serap (2004) on Gender difference in academic performance among undergraduate students in public universities in turkey, it was aimed at determining the academic achievement of student. The study had a population of 11,560 and 1156 was drawn as sample representing 10% of the population, students cumulative grade point average (CGPA) was employed to determine the academic achievements of students.

The study established that despite differences in some universities on entrance scores female undergraduate students outperformed their male counterpart.

The study however, differ largely in terms of methodology, location and level as this study in one of its variable concerned with the effect of multimedia facilities on teaching Islamic studies curriculum on the academic performance of male and female JSS students in Zaria inspectorate division, Meltern and Serap (2004) concerned with gender differences in academic performance of undergraduate students of universities in Turkey, but the study is only related to this one as both have to do with academic performance of learners.

The study carried by Wannor and Jussof (2010) on using multimedia in teaching Islamic studies in the improved learners performance in colleges of

malaysia. The study was aimed at using multimedia facilities in teaching to determine the academic performance of learners at secondary schools.

In the study 340 students were used as sample from 5 secondary schools, the result from the study indicated high performance of students, as it revealed that students level of attention, listening and viewing of multimedia facilities is what attributed to their high performance, however it defer from this study in terms of methodology, level and location, as this study concerned with the effect of using multimedia in teaching compared with conventional teaching, restricted to only JSS level and Kaduna state of Nigeria. Wannoor and Jussof (2010) study was ambiguous in terms of level, learners and content.

Notwithstanding, most of the available empirical evidence point to the fact that multimedia facilities are very effective even though such facilities are not very much available in our schools. Meanwhile, for a teacher to effectively deliver the curriculum, he needs to be equipped with all necessary things needed such as good plan and good instructional materials.

The most unfortunate thing is as a result of unavailability of multimedia facilities teachers mainly teach facts to enable students pass examination and also covers the syllabus on time, not minding if the students understand the actual concepts involved.

2.11 Summary

The use of multimedia facilities and other instructional materials is fundamental in teaching Islamic studies content of the curriculum. If these facilities are fully, adequately and effectively utilized teachers would be provided with solid foundation that can help in shaping the curriculum delivery. A review of literature related to the study as well as critical review of Islamic studies curriculum has indicated that there is a serious educational gap in teaching Islamic studies content and use of multimedia facilities. Different kinds of multimedia facilities were considered along side the value attached to them.

Different kinds of findings in relation to multimedia facilities were also examined and it is agreed that multimedia facilities are capable of increasing students performance in Islamic studies not only at Jss II level but at all level of educational attainments. It is however, for the best of a teacher to come out in classroom, he needs to be equipped with adequate teaching materials and make effective use of them, as educationists emphasize learning by doing as well as viewing, multimedia facilities should be provided because where there are no instructional facilities to be used in teaching there are possibilities for the teacher not to be been able to achieve his specific objectives.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

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

3.2 Research Design

In this study, a quasi experimental design was used. The pre- test, post- test non equivalent control group type were used. The two groups were given pre-test and post-test exercise, the post-test came up after the experimental group had received the treatment for at least 6 weeks using multimedia facilities to teach them. The researcher in this design used experimental and control group to determine the effect of multimedia on the performance of JSS II students when taught Islamic studies content. Symbolically, this design can be represented as shown below:-

Table 3.1: pre-test, post-test experimental design

Groups	pre-test	treatment	post-test
Experimental group A	O1	X_1	O_2
Control Group B	O_1	X_0	O_2

Key;

O1 = pre - test

O2 = post - test

X1 = experimental (using multimedia facilities to teach (UMF)

X0 = control (using traditional method of teaching (UTM)

3.3. Population of the study

The population for this study consists of JSS II students of 17 secondary schools of Zaria Inspectorate Division of Kaduna State which stood at 2162. The distribution of the population is presented in table 3.2 below.

Table 3.2 Population of the study

s/n	Schools	Local Government	Enrollment		
			Boys	Girls	Total
1	Alhuda huda college (Jnr)	Zaria	200	_	200
2	Barewa college (Jnr)	Zaria	140	_	140
3	G G S S D/Bauchi	S/Gari	_	170	170
4	G S S Aminu	S/Gari	80	40	120
5	G S S ZARIA	Zaria	160	_	160
6	G G S S K/GAYAN	Zaria	_	170	170
7	G S S T/Saibu	Soba	90	65	155

8	G S S MAGAJIYA	Zaria	80	68	148
9	G G S S Soba	Soba	_	89	89
10	G J S S K/K BANA	Zaria	85	50	135
11	G S S Richifa	Soba	75	30	105
12	G S S Yakasai	Soba	40	35	75
13	G J S S KUGU	Zaria	35	15	50
14	G S S Awai	Soba	50	58	108
15	G J S S Gyallesu	Zaria	65	42	107
16	G J S S Chindit	S/Gari	60	40	100
17	S S S KUFENA	Zaria	135	-	135
	TOTAL	-			**2,162**

Source: Ministry of Education inspectorate Division Zaria Kaduna State, (2010).

3.4 Sample and Sampling Techniques

Sample of the study comprised the JSS II students of 2 schools of Zaria inspectorate Division of Kaduna state. One school from inside Zaria local Government while the other school was from Sabon Gari local Government. The sample of this study consist of 100 JSS II students which was divided into two groups (experiment and control). The selection of this sample size was based on a proportional sampling as recommended by Ndagi (1984) in which he states; that, "with proportional sampling, a researcher is able to achieve an even greater representativeness in the sample". However, in this study, the researcher selected unit at random from each stratum in proportion to the actual size of the group in the total population as tabulated in appendix D as recommended by Ndagi (1984).

In this study, a stratified random sampling technique to purposely select two schools was used.

The sample size is also based on the assumption that each school has a similar cluster of students needed for the experimental study. The schools selected had many things in common. This is in terms of location and characteristics of students with mixed ability classes of JSS II students in government schools. This is done in order to reduce the chances of bias, error variance with either group and inaccurate measurement and evaluation.

In order to reduce the chances of treatment interference one of the selected school served as the control group and the other as experimental. A total number of 100 students were selected from the two schools that is, i.e. 50 students from each schools. This stratification is represented in table 3.3.

Table 3.3 Sample of the study

GROUP	**SCHOOL**	**NO OF STUDENT**	**SAMPLE STUDENTS**	**GENDER OF SAMPLE**		**STATUS**
				Boys	**Girls**	
A	G J S S K/Kuyambana	135	50	24	26	Experimental
B	G S S Aminu	120	50	26	24	Control

Students within each school were selected by simple random method, the simple random method employed was the common hat-drawn method, whereby names of all individual were written on slips of papers. These slips were put inside a container for thorough shuffling, they were drawn one by one until the number of students required in each school was obtained. This techniques was used to select the number of students required in each school involved in the study, the method also ensured that no one gender dominates the other.

3.5 Research Instrumentation

An achievement test instrument that consist of forty item objective questions was used for data collection, this include questions selected from junior secondary school certificate examination (JSSCE) of NECO and Kaduna state Education Resource Centre (E R C) on ablution (al-wudu) and prayer (salat) curriculum content. The test was administered to students by the researcher to assess the extent to which students have learnt the curriculum content of salat and wudu.

The test comprises a random selection of different types of items representing aspects of worship (Ibadah). It is made up of multiple choice items, the reason for the test is to focus attention and to ensure that the appropriateness of the items were used to achieve the test. The test items were given to seasoned and experienced Islamic studies teachers to ascertain the content validity of the instrument. In using the said instrument practical aspect of teaching the concepts was performed, while teaching these concepts the following visual multimedia facilities were used;-

i. Television/video tape/DVD

ii. Computer/CD-ROM

The above mentioned multimedia facilities were selected based on observation by Etubi (2009) in which he stressed that "television can be used to supplement classes in Islamic studies while Video tapes and DVD can be viewed on television. As developed by UNESCO (2002) computers enable students to complete their home work as well as to view photographs and maps. Below is a summary of content and unit as well as number of questions for pre-test and post test.

Table 3.4 Content and Number of Items for Pre-test and Post test.

S/N	CONTENTS	UNIT/TOPIC	NO OF ITEMS FOR PRE-TEST	NO OF ITEMS FOR POST-TEST
1	Al-wudu	- water suitable for al-wudu - Fard steps of al-wudu - Sunnah step of al wudu - Mustahabat step of al-wudu - Things that spoil al-wudu	3 5 5 5 2	3 5 5 5 2
2	As-salat	- Fard step of as-salat - Sunnah step of as-salat - Mustahabat step of as-salat and Tasbih in salat	10 5 5	10 5 5
	Total		40	40

3.5.1 Validity of The Instrument

The content validity of the instrument was established from JSSCE (ERC) and JSSCE (NECO) standardized promotion examination and the usage of multimedia in teaching the content of the curriculum, the test instrument was forwarded to experts in the field of Islamic studies in department of Islamic studies and curriculum instruction (F.C.E, Zaria) for corrections, observations and suggestions. These experts suggested useful amendments which were in-cooperated into final objective test, their suggestions ensured the content construct validity of the items.

Data collected from instrument was analyzed using face validity; this is because according to Anastasia, in Uzosika (2008) face validity of an experimental instrument of this kind is considered adequate for its validity.

3.5.2 Pilot Study

A total number of 10 students were selected from two different schools outside the research area, 5 students were selected from each school to serve as the experimental group while the other 5 students from another school serve as the control group. The pretest was administered to the two groups on the same day. Thus, attention was focused on the experimental group by giving them treatment i.e using visual facility and with full description on how the acts of performing ablution (Al-wudu) and prayer (as-salat) for one week having a period of 35 minutes per day.

At the end of the week, the post-test was administered to the two groups on the same day as in the case of pretest. The responses of the two groups on the two test were marked by the researcher. The data was analyzed using T-test statistical technique. In the analysis of data, T-test statistics was employed purposely because of the fact that, it was found more appropriate in order to determine significant difference between two mean scores of the groups. Each hypothesis was tested at 0.05 level of significance.

3.5.3 Reliability Of The Instrument

The reliability of the instruments has to do with the internal consistency of the instrument. However, to test the reliability of the instrument test re-test method was used on 30 students randomly selected in the JSS II arm of Government secondary school Kwagila and Demonstration Secondary School ABU, Zaria. The reliability analysis was performed, the reliability co-efficient was calculated by a statistician for analysis, the reliability analysis was performed using split-half method and spearman brown formula in this method the sum of the odd and even scores were calculated using spearsman product moment correlation. The value of the product moment correlation was 0.444 this giving a reliability co-efficient of 0.615. This value shows that the instrument is reliable thus making it a standard instrument.

3.6 Procedure for Data Collection

The administration of the test instruments and data collection was carried out by the researcher. The researcher administered the pretest to the control and

experimental group at GSS Kofan Kuyambana Zaria and G.S.S Aminu Sabon Gari on the same day. The actual test lasted for thirty five (35) minutes. Then after the treatment on the experimental group for four weeks, the post-test was administered to the groups on the same day, but the test came up a day after the completion of the treatment. The post-test lasted for 30 minutes.

The responses was marked by the researcher using JSCE (NECO, E.R.C.) formula for marking test objective multiple choice items. Maximum mark for each items is one (1) mark all over forty (40) multiple choice is adopted from JSSCE (NECO/ERC).

3.7 Procedure for Data Analysis

In processing the data, a statistician was employed to compute the data T-test statistics was employed. The main purpose of the t-test was especially found appropriate in order to determine significant relationship between two mean scores on the groups. Each hypothesis was tested at 0.05 level of significance.

3.8 Treatment of Sample Experimental Group

Using visual methods by the experimental groups is the treatment, certain exercise were carried out by the students in the class. From a choice of 2 contents of the curriculum was tested. The selection of the questions was based on the cognitive and psychomotor domain of the students.

The visual exercise was used as the treatment for the experimental group. The researcher and the students were actively involved in the exercise for at least

four (4) weeks. The time was assumed to be sufficient for the treatment because it was meant to find out whether using multimedia particularly visual facilities (Television, Computer, DVD) in teaching has an effect on the performance of students, compared with traditional method of teaching (teacher and Chalkboard method).

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.1 Introduction

In this chapter the researcher presented and analysed the data from his investigation, the chapter covers the results and discussion based on the 100 samples data used in the study. Data analysis was based on the scores received from the sample in the study. The three (3) null hypotheses raised for this investigation were tested at 0.05 level of significance. Tables were also used for the presentation of information derived from the analysis.

Presentation and Analysis of Data Based on the Research Questions

4.2.1 Research Question 1

What are the effects of multimedia facilities in teaching Islamic Studies?

The score collected from the control and experimental group in the pre test and post test are analysed and compared as shown in the table below.

Table 4.1 Comparison of The Value of Mean and Standard Deviation For Pre-Test and Post Test Of Experimental and Control Group

GROUP	TEST	N	$\bar{X}$	SD
Experimental	Pre-test	50	20.8	5.3
Control	Pre-test	50	20.3	5.0
Experimental	Post-test	50	50.4	7.7
Control	Post-test	50	21.3	6.2

In the table above it could be seen that there is no significant difference in the performance of pre-test between the experimental and control group. A similar trend is observed when the standard deviation of the two groups are compared. However, in the post-test scores the experimental group has a higher mean of 50.4

than control group with the mean score of 21.3, signifying high performance in the post test than the pre-test. This may be attributed to the treatment given in the experimental group who were taught with multimedia facilities. As such it could be concluded that multimedia facilities have effect in teaching since it increase students' performance when used to teach JSS Islamic studies.

4.2.2 Research Question 2

How does the use of multimedia facilities in teaching JSS Islamic studies enhance the performance of male and female students?

The scores of male and female students in the experimental group was analysed and presented in the table below:-

Table 4.2 Comparison of Value of the Mean and Standard Deviation of Pre-test and Post-test of Male and Female Students taught using Multimedia Facilities

GENDER	TEST	N	$\bar{X}$	SD
Male	Pre-test	50	17.8	4.6
Female	Pre-test	50	14.6	4.2
Male	Post-test	50	36.8	5.4
Female	Post-test	50	36.5	5.3

It could be observed in the above table that there was a difference in the mean score of male and female students in the pre-test comprising the experimental group only (male mean score 17.8 and female mean score 14.6) while there was a difference in the standard deviation of the mean score of both

groups. In other words the male students perform better than the female in the pre-test. However, when the treatment was given using multimedia facilities to teach there was no marked significant difference between the performance of both in the post-test (male mean score 36.8 and female mean score 36.5). this result indicated that both male and female students involved performed equally well.

4.2.3 Research question 3

Is there difference in the performance at pre test and post test of students taught JSS Islamic Studies using multimedia facilities and those taught using traditional method of teaching?

Analysis of the pre-test and post-test scores of students taught using multimedia facilities and those taught using traditional method of teaching (chalk/board) is shown in the table below:

4.3 Comparison of the Value of Mean and Standard Deviation of the score of Student taught using Multimedia facIlities and those taught using Traditional Method of Teaching.

GROUP	TEST	N	$\bar{X}$	SD
Experimental	Pre-test	50	20.0	5.2
Control	Pre-test	50	20.8	4.6
Experimental	Post-test	50	50.4	7.7
Control	Post-test	50	35.2	9.8

In the above table, the values of the mean in the pre-test shows that there is no difference in the performance of students exposed to multimedia facilities

and those not exposed to multimedia facilities with the mean value of 20.0 and 20.8 respectively. Indicating that using multimedia facilities in teaching is not an intervening variable in the study. However, there is a remarkable difference in the standard deviation of the mean scores of the students exposed to multimedia equal 5.2 and SD of those not exposed to multimedia equals 4.6.

The post test mean score reveals that students exposed to multimedia in teaching perform better with a mean score of 50.4 than those taught with traditional method of teaching with mean score of 35.2, however, the standard deviation of the mean score was higher (Sd equal 9.8) than those exposed to multimedia facilities equals to 7.7 this may be attributed to the high skill of listening by the control group compared to students who were exposed to multimedia facilities who demonstrate high skill of viewing thereby enhancing their ability to watch and explain effectively.

Presentation And Analysis Of Data Based On The Hypotheses

4.3.1 Hypothesis 1

The use of multimedia facilities has no significant effect on JSS students academic performance in Islamic studies.

To test this hypothesis, the t-test was used the score collected from the experiment and control group of pre-test and post test were analysed and compared as presented in the table below.

TABLE 4.4 T-test for Pre-test and Post test Score for Control and Experimental Group on the Effect of Multimedia Facilities

Variables	N	$\bar{X}$	Sd	t– value	Df	t-critical
Group 1	50	50.4	7.7	23.29	98	1.96
Group II	50	21.3	6.2			

Table 4.4 above shows that t-value of 23.29 is found to be significant at 0.05 level of significance, this is because the calculated t-value of 23.29 is greater than the critical t-value of 1.96 at df 98.

The findings of this study suggest that difference exists between the respondents at pre-test and post test score in their performance, that is the performance of post-test was better than the pre-test score, indicating a significant effect of multimedia facilities to teach students Islamic studies contents. With this difference therefore, the hypotheses which state. The use of multimedia facilities has no significant effect on JSS students academic performance in Islamic studies content on the performance of students at pre-test and post test score is rejected in accordance with the decision rule which states that if t-calculated value is greater than t – critical value, it implies that there exist a significant difference between the groups as such null hypotheses should be rejected.

4.3.2 Hypothesis 2

This hypothesis states that there is no significant difference in the performance of male and female students exposed to multimedia facilities in teaching JSS Islamic studies curriculum. To test this hypothesis, t-test statistical method was employed the results of which are presented in table 4.5 below.

Table 4.5 T-test for Pre-test and Post-test score of Male and Female Students taught with Multimedia Facilities.

GENDER	N	$\bar{X}$	Sd	t– value	Df	t-critical
Male	50	36.8	5.4	0.43	98	3.0
Female	50	36.5	5.3			

The result in table 4.5 above reveals that there is no significant difference in the means score of male and female (male 36.8 and female 36.5), the t-calculated (0.43) is less than the t-critical (3.0) this implies that there is no significant difference in the performance of male and female students at pre-test and post-test.

The hypothesis which state that there is no significant difference in the performance of male and female students exposed to multimedia facilities in teaching JSS Islamic studies content is therefore retained. This reveals that, there is no significance difference in the performance of male and female as such using multimedia facilities in teaching enhance gender performance and it is not a barrier to gender performance in class.

4.3.3 **Hypothesis 3**

This hypothesis states that there is no significant difference in the pre test and post test scores of students taught Islamic Studies using multimedia facilities and those taught using traditional method of teaching. To test this hypothesis t-test statistical method was used, the result of the test are presented in table 4.6 below.

Table 4:6 T-test for Pre-test and Post-test scores in Comparism of those exposed to Multimedia facilities (experimental) and those not exposed to Multimedia Facilities (control).

Variables	N	$\bar{X}$	Sd	t – value	Df	t-critical
Group 1	50	50.4	7.7	11.12	98	1.96
Group II	50	35.2	9.8			

The analysis showed significant difference between the performance of JSS II students who have been taught Islamic studies concepts with application of multimedia facilities (UMF) and to those taught using traditional method of teaching (chalk/ board UTM), that the performance of experimental group was better than the control group. Hence the calculated t-value is 11.12 at 0.05 level of significance which is greater than the critical t-value of 1.96 at df 98, so the null hypothesis stated above was rejected.

4.4 Major findings in this study

The major findings in this study revealed that the use of multimedia strategy was superior to the traditional method of teaching as far as teaching Islamic studies contents is concern, which there was no significant differences between students exposed to multimedia and those exposed without it in teaching and learning. From this study the researcher find that:-

i - By use of multimedia facilities in teaching Islamic Studies students seemed to have an effect on their performance through the experiences of learning with multimedia than Instructions through traditional print based teaching method.

ii - Use of multimedia facilities provide a solid foundation for students and it takes care the ability of different gender and enhance their performance as such it is not gender discriminative.

iii- Using Multimedia facilities in teaching enhance high level of performance in the acquisition of knowledge of Islamic studies curriculum among learners.

4.5 Discussion of Finding based on research question

Research question one (1); **What are the effects of multimedia facilities in teaching JSS Islamic studies?**

From the result in table 4.1 students in the experimental group and control group performed almost equally with mean score of 20.8 and standard deviation 5.3 for experimental group and mean score of 20.3 and standard deviation 5.0 for control group in pre-test. However, in the post-test students in the experimental group performed better than those in the control group with mean score of 50.4 standard deviation 7.7 for experimental group and mean score of 21.3, standard deviation 6.2 for control group could be attributed to the treatment given to experimental group by effectively teaching them using multimedia facilities. They were allowed to view the practical act of performing salat and wudu While those in the control group were restricted to the traditional lecture method with occasional demonstration by teacher; this result significantly agreed with the work conducted by Brown et al (1995) which shows that students taught using television remember 50% of what they see, meanwhile the application of

multimedia (television) to teach the experimental group is what increased their performance more than the control group.

Research question two (2); **How does the use of multimedia facilities in teaching JSS Islamic studies content enhance the performance of male and female students?**

The result in table 4.2 reveals a similar performance between male and female students in the post-test with mean of 36.8 standard deviation 5.4 for male and mean score of 36.5 standard deviation 5.3 for female students. This is not however the same result in the pre-test where male students performed better than the females students with mean score of 17.8 standard deviation 4.6 for male and mean score 14.6 standard deviation 4.2 for female, this differences in the performance of the pre-test of male and female is attributed to the nature of traditional method of teaching which is referred to as "Talk and Chalk" method. This method which is mostly used in the classrooms is gender selective, boys dominated classroom interaction and monopolize technology such as multimedia facilities like computers and girls are half confident than men. This result agreed with the work of Colis (1991) over male domination in science and technology class rooms, this research reported low-self confidence of women. Colis (1991) specifically identified what he considered women saying "we can but I can't " in essence girls would strongly defend the ability of their sex in general term, but be hesitant about their own potential and choice.

In other words the post test score revealed that male students performed equally as their counter parts. This finding contradicted the finding of Shaibu and

Mari (1997), who discovered that there was a significant different between male and female students in their ability to solve problem requiring understanding. these differences in the ability must have been due to the effect of traditional method of teaching mostly use in classroom which tend to discriminate between male and female during learning and classroom assessment.

Research question three (3):- ***Is there difference in the performance at pre test and post test of student taught JSS Islamic Studies using multi media facilities and those taught using traditional method of teaching?***

In the table 4.3 the result revealed that in the pre-test the mean score of experimental group is 20.0 standard deviation 5.2 while for control group the mean score is 20.8 standard deviation 4.6, this reveal no significant difference in the performance of experimental and group. But in the post test students taught using multimedia facilities performed better than those taught without it with mean score of 50.4 standard deviation 7.7 and mean score 35.2 standard 9.8 respectively, revealing a significant difference in the performance of the two groups. It was however observed in the course of the teaching students taught using multimedia facilities were able to attentively view the concepts from the screen and attentively listen to teacher's further explanation while those taught without using multimedia while those taught without using multimedia facilities remain only passive listeners. This reason must have contributed to the low performance of students taught using traditional method of teaching, this indicate that a part from any method of teaching, facilities for instruction are also very important in teaching and learning.

4.6 Discussion of Findings Based on the Hypotheses

In an attempt to find out the effect of multimedia facilities in teaching Islamic studies content on the performance of junior secondary school of Zaria Inspectorate Division, the result of this study reveals significant difference between the two group (control and experimental group). From the findings of this study the (3) null hypotheses formulated and tested at 0.05 level of significance two were rejected and one was retained.

Ho_1 States that; **The use of multimedia facilities has no significant effect on JSS students academic performance in Islamic Studies.**

In table 4.4 the result showed that the t-calculated value (23.29) is greater than the t-tabulated value (1.96) hence the H_0 was rejected. It was therefore concluded that the performance of JSS II students at pre-test and post-test scores when effectively taught Islamic studies concepts with the use of multimedia facilities was highly significant. This agrees with Brown et-al (1996) who indicated that when students were taught using television they remembered only 10% of what they read, about 20% of what they learnt and 50% of what they heard and saw, with this it indicate that television and other multimedia facilities have the potentiality of performing this.

The findings also concurred with the work of Johnson and Lawson (1998) that students exposed to activities, listening, viewing and guided method performed or retained concept better than those exposed to lecture method. The study also agreed with Berlo (1960) who maintained that performance of students will be more effective and efficient when instructional material are used during

teaching. According to him, these instructional materials served as "a bridge between theory and practice". However, these investigations show that effective use of multimedia facilities enhance delivery Islamic studies contents and as well improve student's performance.

Ho_2: **There is no significant difference in the performance of male and female students exposed to multimedia facilities in teaching Islamic studies.**

In comparing the performance of JSS II male and female students at pre-test and post-test score when taught Islamic studies concept multimedia facilities, null hypothesis was formulated and set at 0.05 level significance, the result in table 4.5 showed that t-value (0.43) is less than the tabulated value (3.0) at 0.05 level of significance, so the $H0_2$ was retained in accordance with the decision rule which states that if t-calculated value is less than t-critical values, it implies that there is no significant difference between the groups as such null hypothesis should be accepted. This results have shown that use of multimedia has shown no difference in the performance of male and female students. In other words, the post-test score revealed that the male students perform equally as their female counter parts. This findings concurred or agrees with equal performance of male and female students in a science and technology class, in the study of Abu (2000) which reported that there was no significant difference in the performance of male and female students taught using instructional facilities in teaching. This revealed that using multimedia facilities in teaching was gender friendly and also took care of different ability groups.

Similarly, Hazlina and Kamarzaman (2009) observed no significant difference between students' performance score according to their gender when they were taught using multimedia facilities in teaching Islamic studies. This was only achieved because the teachers involved were trained in pedagogies skills which agree with trained on Pedagogical skills which agree with the observation of Odubunmi (2000) that teachers should be equipped with adequate instructional facilities and content.

Ho_3 **There is no significant difference in the Pre test and post test score of JSS students taught Islamic studies using multimedia and those taught using traditional method of teaching.**

This hypothesis was tested using t-test and the result was shown in table 4.6, the level of significance used was 0.05. It was therefore found from the results that the calculated t-value(11.12) was greater than the tabulated t-value (1.96). The result showed that the performance of experimental group was better than that of the control group, this results shows that lack of using multimedia facilities to control group made them to perform poorly, hence the H_0 was rejected. This study agrees with the National Council of Education Technology (2010) which state that the use of film has long been a popular subject for research because of its promise towards increasing learners performance, the study also agrees with Wong et al (2006) that pointed technology can play part in supporting face-to-face teaching and learning in classroom. The study also concurred with Grabe (2007) that states, that technology can play a role in students skills, motivation and knowledge, in this case multimedia is a part of

technology that enhanced teaching and learning. From this study, it shows that if Islamic studies must meet with the new challenges in the era of technology development man power must be trained as opined by Etubi (2009).

From the result of this study, it can be inferred that the performance of students when taught Islamic studies concepts with application of multimedia facilities is better than those taught without it.

4.7 Summary

In this chapter data collected using test instrument were analysed, presented and discussed according to the three (3) formulated research questions and null hypotheses which were tested using t-test, the result revealed the rejection of null hypotheses Ho_1 and Ho_3 since there was significant difference between the performance of experimental and control group in both the pre-test and post –test while null hypotheses Ho_2 was retained. The difference of the two groups was attributed to the exposure of multimedia facilities in teaching the experimental group.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the major findings, implications, limitations and suggestions for further studies, it also puts forth the conclusion made based on the finding. It is the hope of the researcher that useful recommendations made in the study will be implemented by those concerned with Islamic studies education in Kaduna state in particular, where this study was based and Nigeria in general.

5.2 Summary

The study investigated the effect of multimedia in teaching Islamic studies contents on the performance of JSS II students. The concept multimedia and Islamic studies content have been defined. The state of Islamic studies and how it is being taught in Nigeria from the background of the study, the poor performance and non-challant attitude of students and teachers of Islamic studies has generally constituted the problems of this study. Improving the teaching and learning of Islamic studies curriculum by emphasizing the use of multimedia facilities is the main objective of the study.

The research design was the quasi experimental design involving pre-test and post test while stratified random sampling technique was used to select two (2) schools and at the same time proportional sampling was used to select one hundred (100) students from population of 2162. The instrument of the research

contained 40 items. The three (3) research questions and (3) null hypothesis were tested using t-test of independent group.

The Major findings of the study reveal that students taught using multimedia facilities (UMF) in classroom performed better than those taught using the traditional method of chalk and board teaching (UTM). The result of this study showed that the performance of JSS II students with application of multimedia is hereby recommended, that teachers should adopt teaching method using multimedia facilities in teaching Islamic studies since it increases students performance.

5.3 Conclusion

Use of multimedia in teaching Islamic studies concepts helps students to develop skills of listening, viewing and retain the concept taught for a longer period of time and at the same time apply it in their day to day worship and life. This means that the use of these facilities is superior to the traditional lecture method which is dominated by verbal instructions while learning is mostly by memorization as cited by Udogu, Ifeakor and Ujelita (2007).

Based on the findings of this study, the researcher drew the following conclusion:-

i. it has been clearly stressed that the effectiveness of multimedia facilities as a tool to enhance learning must specify; learning in a manner that is consistent with accepted learning theory, the subject matter being study, the population of students under consideration and the multimedia element being used.

ii it was established that lack of using multimedia facilities in teaching and learning of Islamic studies made students to perform poorly in their academic work.

iii It was established that use of multimedia in teaching is not a barrier to the performance to both male and female student as such it is not gender bias or discriminative.

Since it has been discovered from this findings that lack of using multimedia materials in teaching and learning is the major cause of students' poor comprehension, poor retention of concepts and poor performance in their academic pursuits, so the state ministry of education and educational Inspectorate Divisions among others such as non governmental organizations like ZEDA, P.T.A etc should consider the recommendations below. Hence it is agreed that multimedia facilities play a significant role in motivating students to learn, interest them in the subject, yield better performance and made practicing teachers to have confidence in whatever concepts they want to impact to the students. Evaluation of Islamic studies curriculum should include the use of multimedia facilities while schools need to be provided with these facilities to actualized societal, religious and moral development among the students and the general citizens of the society.

5.4 Recommendations

In view of the findings in this study as enumerated above it has made it necessary to make some recommendations of certain measures which will help in

the provisions, acquisition and enhancement of effective use of multimedia materials in secondary schools in Zaria inspectorate Division, Kaduna State and Nigeria in general.

i. Government, school inspectors and educational supervisor should ensure effective use of multimedia facilities in teaching JSS Islamic studies as it has positive effect in the performance of students.

ii. Both male and female students should be taught Islamic studies using multimedia facilities by teachers as using multimedia facilities is not gender discriminative.

iii. Teacher should at all time assess students performance when ever new instructional materials is used to teach, as it will help in identifying the students performance at different change of the instructional materials and its effectiveness or other wise of the materials used.

5.5 **Suggestions For Further Study**

A study of this nature can not cover every area, hence the following suggestions for further studies have been made:

i. The study was carried out in an urban co-educational day secondary schools, it should be extended to rural co-educational day or boarding junior secondary schools

ii. The study may also be extended to include teachers' attitude toward the acquisition of computer knowledge and other multimedia facilities knowledge in teaching Islamic studies contents of the curriculum.

iii. Other difficult concepts in Islamic studies curriculum apart from the one investigated in this study should be investigated, such as mode of recitation, historical development, practical aspect of Hajj etc.

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

5.6 Contribution to Knowledge

This study has clearly revealed that learning difficulties in classroom and objectives of the Islamic studies curriculum concerning society, religion and moral needs could be addressed by adopting a teaching methodology which emphasize the use of multimedia facilities, which expose students to learn by visualizing the concept rather than passive learning.

The study revealed another frontier for learning development and discovery of knowledge at this digital era, where by varieties of technological facilities could be used to enhance teaching and learning.

This study revealed that the use of multimedia during teaching makes class to both teachers and students very accommodating and interesting, which yields interest in the subject and high performance of the students and at the same time promote gender interaction among students.

5.7 Limitations of the Study

The researchers used ordinary paper and pencil test only to determine the effect of multimedia facilities on student's performance in teaching Islamic

studies content curriculum. There was no provision for practicing what was taught. This was as a result of financial and time constraint. The random sampling of subject placing them into experiment and control group was restricted to an intact year group of JSS II in the school sampled. The researcher was only allowed to use afternoon time which is an extension of the closing time by one hour (1hr) once in a week.

The provision of the multimedia facilities, transportation and motivation for research assistants attracted a lot of expenses. The researcher was able to notice some description and omission in the entry of students' scores by the statistician as such; he had to rely on manual computation of the mean scores, standard deviation of score and T-test statistical method of data analysis.

However, because of the tedious procedure involve in calculating the reliability of the test instrument, the researcher used the value obtained from the statistician.

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APPENDIX A

ACHIEVEMENT TEST

SUBJECT; ISLAMIC STUDIES
TIME ;30 MINUTES

INSRUCTION; This test is not an examination, but a research work you are advised to answer all questions without seeking any assistance please. Circle the correct answer from letter A---D

Each question carries equal mark.

SCHOOL NAME:……

AGE……SEX……CLASS……

SECTION A; ABLUTION (AL-WUDU)

1. Hands are washed up to wrist……times
   a)14 b)13 c)3 d)4

2. ……..is said at the beginning of ablution
   a) Tahiyat b) sunnah c) Basmalah d) Adhan

3. Wiping if head is…….act of ablution.
   a) Mustahabat b) Sunnah c) Fard d) Mandhub

4. Water used for any act of ablution should be……..
   a)Renewed b) Kept c) Gathered d) Wasted

5. Water inhaled into the nose should be …….
   a) Vomited out b) Ejected out c) Swallowed d) left in the nose

6. Washing of face from forehead to chin and from ear to ear is the…… step of Ablution.
   a)6^{th} b) 14^{th} c) 24^{th} d) 4^{th}

7. A fresh performance of wudu is necessary if one commit all the following except…….
   a) Breaks wind b) Touches genitals c) Become sexually excited d) Fall into laugh

8. Washing of hands to mirfiqain is the …….act of ablution
   a) 15^{th} b) 5^{th} c) 6^{th} d) 7^{th}

9. any act in ablution should start from ……
   a) Up to down b) Down to up c) Right to left d) Left to right

10. Wiping of head backward to forehead is the ……act of ablution.
    a) 26^{th} b) 3^{rd} c) 6^{th} d) 36^{th}

11. _____ is suitable for ablution
    a) Zaitun Content b) Oil c) Rain water d) Gutter water

12. Clean water must not be in any of the following except
    a) Tastelen b) Colourless c) Ordorless d) Pure

13. Facing al-Qibla while performing ablution is _____ act of ablution
    a) Fard b) Mustahabat c) Sunnah d) none of the above

14. Washing to the Kuain is _____
    a) Sunnah b) fard c) none of the above d) all of the above

15. Laughing while performing ablution spoils ablution
    a) Allowed b) encouraged c) none of the above d) false

16. Standing while performing wudu is _____
    a) Mustahabat b) sunnah c) fard d) all of the above

17. The following are mode of purification except
    a) Glusul b) wudu c) Tayamum d) Najasah

18. To omit saying Bismillahi at the beginning of wudu
    a) Spoil the Wudu b) Does not affect the Wudu c) it is good to say it when remembered d) males wudu stronger

19. Washing the feet is _____
    a) Recommended b) Compulsory c) Sunnah d) Faraid

20. Q_____ direct every Muslim to perform wudu before salat
    a) 60:12 b) 15:16 c) 5:6 d) 6:10

SECTION B ; PRAYER (AS-SALAT)

1. **……**is very important and must at the commencement of salat.
   a) Ruku b) Takbiratul-ihram c) sujud d) adhan

2. When saying takbiratul-ihram worshipper's hand must be in line with……for male
   a) Ear b) Chest c) Shoulder d) Above head

3. The next act after recitations is……
   a) Qubul yadain b)Sujud c) Ruku d) Tashhud

4. Tasbih during ruku is recited as follows……
   a) Rabbana walakal hamdu b)Subhana rabbiyal azeem c) Hamdan kathiran d) Sallallahu alaihim wasallam

5. While performing bowing your hand should be placed on ……
   a. Laps b) Chest c) knees d) Stomach

6. Allahu Akbar is referred to as……
   a) God is Merciful b) God is great c) God is Beneficent d) God is King

7. When rising from bowing worshipper said……
   a) Hayya Alal-salat b) Subhana Rabbiyyal A-ala
   c) SamiAllahu liman hamiddahu d)Alyahis-salat wassalam

8. Recommended tasbih before going for prostration is……

   a) Hayya Alal falah b)Subhana Rabbiyyal a-ala
   c) Attahiyatu Lillah d) Hamdan kathiran tayyiban

9. In the second raka'ah a worshipper sits to recite……
   a) Kalimatush-shahada b) Tashhud c) Salati alal Nabiyy d) Suratul fatiha

10. Standing for recitation al –fatiha and any other surah from Holy Qura'n is
    a)Fard b) Sunnah c) Mandhub d) Makruh

11. The obligatory prayers are
    a)Those said after 5 daily prayers b) Those observed at midnight c) the five daily prayer d) Those observed every week

12. Salat is _____ Allah (S.W.T)
    a)Best b) Moral Belief c) Best worship d) Action

13. Morally salat teaches _____
    a)Fituem b) Physical exercise c) Punctually d) amasing wealth

14. Salat is the _____ of the pillars of Islam
    a) 4^{th} b) 5^{th} c) 2^{nd} d) 1^{st}

15. Dukhulil waqat is a _____ step of salat
    a) Recommended b) Obligatory c) Satisfied d)Emphatic

16. The purpose of creation according to the Quran 51:56 is to
    a) Accumulate wealth b) Worship God c) Help the poor d) employ this life

17. Innas-Salat kanat alal muminina Kitab-Mauquta, this teaches
    a) Amassing wealth in the world b) punctuality in Salat c) kindness in Salat d) Accountability of salat in hereafter

18. Facing atqiblah is _____ act of salat
    a)emphatic sunnah b) fard Kifaya c) Fard aim d) Fard

19. Worshipper must recite _____ and any other verse
    a) Ummul-Quran b) Suratil alaq c) Suralul Shams d) SSuratul Duha

20. Worshipper is at liberty to perform all salat at
    a)Subhi time only b)Muktar time c) at night time d) Dhalur

1 mark each

APPENDIX B

ACHIEVEMENT TEST MARKING SCHEME

SECTION A	SECTION B
1. C	1. B
2. C	2. A
3. C	3.C
4. A	4. B
5. B	5. C
6. D	6.B
7. D	7. B
8. B	8. D
9. C	9. B
10. C	10. A
11. C	11. C
12. D	12. C
13. A	13. C
14. A	14. C

15. C	15. B
16. A	16. B
17. D	17. B
18. B	18. D
19. B	19. A
20. C	20. D

APPENDIX C

TABLE SHOWING METHOD OF SELECTING A SAMPLE WITHIN EACH STRATUM IN PROPORTIONAL SAMPLING

Population & Sample	Schools outside Zaria local government		Schools within Zaria Local Government		Total
Characteristics	Male	Female	Male	Female	
Population in each stratum	500	460	790	412	2162
Proportion in each stratum	$^{500}/_{2162}$ = 0.23	$^{460}/_{2162}$ = 0.21	$^{790}/_{2162}$ = 0.37	$^{412}/_{2162}$ = 0.19	1.00
Number in each stratum to be selected	0.23 x 100 =23	0.21 x 100 = 21	0.37 x 100 = 37	0.19 x 100 = 19	100

From the above 100 stands as sample of this study

APPENDIX D

LESSON PLANS PREPARED FOR TEACHING JSS II ISLAMIC STUDIES

LESSON ONE

School	
Name of teacher	
Subject	Islamic Studies
Topic	As-salat (Prayer)
Sub-Topic	Salat and its Kinds
Class	JSS II
Age	12-13years
Duration	70 minutes
Activities	Communication and dramatization
Behavioral Objectives	By the end of then lesson, students should be able to i. Define As-salat ii. Identify kinds of salat iii. Mention the steps of salat
Previous Knowledge	Students have learnt that as-salat is one of the pillars of Islam and it is an act of ibadah (worship)
Introduction	Teacher introduces his lesson by asking the following questions:- - Mentions the pillars of Islam - how many time is it compulsory for a Muslim to pray a day?
Presentation steps:-	Teacher presents his lesson through the following
Step I	Teacher defines the term as-salat to students thus; It is an act of Ibadah referring to serving and obeying Allah, it is the best form of worship which comprises words and deed.
Step II	Teacher identifies the kind of salat performed by Muslims thus; - Fard-obligatory prayer e.g five daily prayers - Sunnah-Recommended prayers e.g Nafilats prayers - Special prayers e.g id prayers, funeral prayer Friday prayer e.t.c.

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

APPENDIX E
LESSON PLANS PREPARED FOR TEACHING JSS II ISLAMIC STUDIES
LESSON TWO

School	
Name of teacher	
Subject	Islamic Studies
Topic	As-salat
Sub-Topic	Practical performance of salat
Class	JSS II
Age	12-13
Duration	70 Minutes
Activities	observation/practice
Behavioral Objectives	By the end of end lesson, students should be able to:- i. Identify unit of salat ii. Discuss things that spoils salat iii. Practices the units of salat
Previous Knowledge	Students have learnt salat and its kinds
Teaching Aids	A television, video/DVD disc carrying practical aspect of performing units of salat
Introduction	Teacher introduces his lesson by asking questions based on the previous knowledge
Presentation steps:-	Teacher presents his lesson through the following
Step I thus;-	Teacher explains to students the term units of salat, there are activities or segments of a salat., Takbiratul Ihram, Recitation of fatiha and sura, ruku sujud, tashhud and taslim
Step II	Teacher explains to students things that spoils salat e.g laughing, lengthy discussion e.t.c.
Step III	Teacher practice how to perform salat through the use of the teaching aids thus; Each segment of the salat is being discuss and dramatize how it will be perform

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

APPENDIX F
LESSON PLANS PREPARED FOR TEACHING JSS II ISLAMIC STUDIES
LESSON THREE

School	
Name of teacher	
Subject	Islamic Studies
Topic	Al-wudu (Ablution)I
Sub-Topic	Water suitable for Wudu
Class	JSS II
Age	12-13 years
Duration	70 minutes
Activities	Communication and Observation
Behavioral Objectives	By the end of the lesson, students should be able to i. Define Al-wudu ii. Discuss water suitable for wudu iii. Identify the unit of al-wudu
Previous Knowledge	Students have learnt the concept of Tahara (purification)
Introduction	Teacher introduces his lesson by asking questions on previous knowledge thus- - What is Taharah: - Mention any two things that make us to perform Taharah
Presentation steps:-	Teacher presents his lesson through the following
Step I	Teacher defines to students the term al-wudu thus; It is an act of Taharl perform before observing a prayer explains (as-salat).
Step II	Teacher explains to students water suitable for performing at wudu thus; - Rain water - Tap water - Well water - Stream water
Step III	Teacher identifies the unit of ablution to students thus; - Clean seat

	- Clean water - Washing hand to units - Washing of face e.t.c.
Step IV	Teacher allows for students observation and discussion and at the same time correct their observation
Evaluation	Teacher asks students questions to fully explains the following terms: - Taharah - Wudu - Stream water - Washing of face
Summary and conclusion	Teacher allows students to copy from chalk board as he further recapitulate on the topic

APPENDIX G
LESSON PLANS PREPARED FOR TEACHING JSS II ISLAMIC STUDIES
LESSON FOUR

School	
Name of teacher	
Subject	Islamic Studies
Topic	Al-wudu (Ablution)II
Sub-Topic	Things that vitiate wudu/practical aspect of Wudu
Class	JSS II
Age	12-13 years
Duration	70 minutes
Material/Teaching Aids	Television, Video/DVD Cassette, water & Kettle
Activities	Observation, watching and discussion
Behavioral Objectives	By the end of the lesson, students should be able to i. Identify things that spoils ablution ii. Discuss steps of wudu iii. Perform ablution
Previous Knowledge	Students have learnt definition, water suitable for wudu an units of al-wudu
Introduction	Teacher introduces his lesson through asking questions based on previous knowledge.
Presentation steps:-	Teacher presents his lesson through the following
Step I ablution	Teacher explains to students things that spoils thus:- - Deep sleep - Polluting air e.t.c
Step II	Teacher discusses with students steps of wudu and their segment namely:- - Fard – Compulsory act - Sunnah – Recommended - Mustahabat - Observable
Step III	Teacher with the aid of Multimedia facility (Television/DVD Video tape he display how al-wudu (is performed) thus;

Step IV	Teacher corrects students observation and discussion
Evaluation	Teacher asks student to one by one perform al-wudu
Summary and conclusion	As teacher corrects their observation and discussion he ask them to copy summary note from chalk board.

APPENDIX H
LESSON PLANS PREPARED FOR TEACHING JSS II ISLAMIC STUDIES
LESSON FIVE

School	
Name of teacher	
Subject	Islamic Studies
Topic	Salat
Sub-Topic	Amendments of salat
Class	JSS II
Age	12-13 years
Duration	70 minutes
Material/Teaching Aids	Television, Video/DVD Cassette
Activities	Viewing and discussion
Behavioral Objectives	By the end of the lesson, students should be able to i. Identify process of correcting and error in salat ii. Explain how to perform the process
Previous Knowledge	Students have learnt things that vitiate salat
Introduction	Teacher introduces his lesson through asking questions from the previous knowledge.
Presentation	Teacher presents his lesson through the following steps:-
Step I	Teacher explains to students process of amending or correcting an error in salat thus:- - Performance of sujud Qablis - Performance of sujud Ba'adi
Step II	Teacher explains to students how these process are performed - **Sujud Qabli:-** This is performance of two prostrations (sujud) before terminating a compulsory salat (Taslim) - **Sujud Ba'adi:-** This is the performance of two performance of two prostrations (sujud) after terminating a compulsory salat (Taslim)
Step III	Teacher explains to students what necessitate the performance of these prostrations;

	- **Sujud Qabli:-** This is performed when a woshipper forgets one of the eight sunnah acts of salat of compulsory prayer. - **Sujud Ba'adi:-** This is the performed when a worshipper repeats:- Compulsory act of salat, an important sunnah act of prayer or two or more of the less important sunnah act of salat by mistake in a compulsory prayer.
Step IV	Teacher allows students to view his explanation from television in its practical form
Step V	Teacher corrects students observations and discussion
Evaluation	Teacher asks students questions thus:- what would you do if you omitted a. One of the eight more important act of Sunanus-salat? b. What should one do if he forgets to do sujud-Ba'adi until after leaving the place of worship?
Summary and conclusion	Teacher further emphasis on the process of correcting errors in salat to student and all them to copy the summary write form chalk board.

APPENDIX I
LESSON PLANS PREPARED FOR TEACHING JSS II ISLAMIC STUDIES
LESSON SIX

School	
Name of teacher	
Subject	Islamic Studies
Topic	Salat
Sub-Topic	Amendments of salat
Class	JSS II
Age	12-13 years
Duration	70 minutes
Material/Teaching Aids	Television, Video/DVD Cassette
Activities	Viewing and discussion
Behavioral Objectives	By the end of the lesson, students should be able to i. Identify who is a late comer in salat ii. Explain how a late comer complete his missing raka'ats
Introduction	Teacher introduces his lesson through asking questions from the previous knowledge.
Presentation	Teacher presents his lesson through the following steps:-
Step I	Teacher explains to students who is a late comer in salat: A late comer is a worshipper who came an met an imam complete a raka'ah or mis a raka'ah of a compulsory prayer, such worshiper can still join the prayer but pay back the missing ra'akah or raka'ats immediately imam terminate salat.
Step II	Teacher with the aid of different example from the program on DVD/CD allow student to view and discuss how a worshipper complete the following - Missing of first raka'ah of salat - missing of first two raka'ah of zuhr Asr and Issha. - Missing of first three raka'ah of Zuhr, Asr and Issha - Missing of first two raka'ah of Magrib prayer.

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

APPENDIX J

Faculty of Education,
Department of Foundation and-
Curriculum Studies,
Ahmadu Bello University, Zaria.

Date_____

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Sir/Ma

VALIDATION OF AN ACHIEVEMENT TEST
RESEARCH INSTRUMENT

I write to solicit for your assistance in validating the above mentioned test instrument on the research topic "Effect of Multimedia in teaching Islamic studies curriculum on the academic performance of Junior Secondary School Students In Zaria inspectorate Division of Kaduna State".

Please kindly assist as this will facilitate my research work.

Thank you for your cooperation.

Yours faithfully,

LAWAL ABUBAKAR
M.ED/EDU/00471/2008-2009