

**ANALYSIS OF STUDENTS' ACHIEVEMENT IN ISLAMIC STUDIES USING
DIFFERENT TEACHING METHODS IN SELECTED SECONDARY SCHOOLS
IN KANO METROPOLIS, KANO STATE, NIGERIA**

BY

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DECLARATION

I hereby declare that the work in the Dissertation entitled “Analysis of Students’ Achievement in Islamic Studies using Different Teaching Methods in Selected Public Secondary Schools in Kano Metropolis, Kano State, Nigeria” has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria.

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CERTIFICATION

This Dissertation titled “Analysis of Students’ Achievement in Islamic Studies using Different Teaching Methods in Selected Public Secondary Schools in Kano Metropolis, Kano State, Nigeria” has met the regulation governing the award of the degree of Master of Education (Curriculum and Instruction) of Ahmadu Bello University, Zaria and it is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to Prof. B. A. Maina for his support and encouragement towards acquiring knowledge.

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This Dissertation is possible done with assistance of Allah and my mother. I actually began to thank to Almighty Allah (SAW) by forwarding gratitude for His entirely merciful and bounties to mankind.

I am grateful to the inspiration, encouragement and value addition of money from my mother Hajiya Abdullah Gwarzo, I thank you mother for your backing and developing me academically from the cradle to this stage. I also remain unselect to my father Alhaji Abdullahi Musa Arab and my Brother Bello Abdullahi Musa Arab for their prayers before they passed on to the hereafter. May their souls rest in peace (Amen) others to note includes my brother, sisters and the rest of our family for their prayers towards me. I thank you all.

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ABSTRACT

The study on the “Analysis of Students’ Achievement in Islamic Studies using Different Teaching Methods in Selected Public Secondary Schools in Kano Metropolis, Kano State, Nigeria” adopted pretest, post-test quasi experimental design. The students were assessed using two experimental groups and one control group. The students in experimental groups were taught certain Islamic studies concepts through guided inquiry method and guided lecture method. The control groups were not treated. The population of the study consisted of all SS III students in selected schools in Kano metropolis. The researcher used purposive sampling techniques to draw samples of SS III students of Islamic studies in the sampled schools. The data collected were analyzed and the hypotheses were tested using inferential statistics. Hypotheses one and two were tested using independent t-test. While Analysis of covariance was used in testing Hypothesis three, Man-Whitney was used to test hypothesis four. The findings revealed among other things that students taught using guided inquiry and lecture method performed better in Islamic studies. Gender has significant effects on students’ performance in Islamic studies. It is recommended that teachers of Islamic studies should adopt inquiry teaching methods and guided lecture method to replace traditional method to enhance students’ performance in Islamic studies.

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OPERATIONAL DEFINITIONS OF TERMS

The following terms used in the study are defined:

- Inquiry Method:** It is a process of finding out information about something.
- Guided Inquiry:** It is a strategy which enables learners to make investigation from the questions asked by the teacher.
- Lecture Method:** It is a formal means of making presentation of content by subject matter expert in a learning situation.
- Guided Lecture:** It is a lecture method where students are given a list of objectives of contents to be covered and are expected to recall information from the contents.
- Traditional Method:** In this teaching methods students are expected to record notes from what the teacher mentions in the class.
- Instruction:** This is how information is arranged in learning environment to facilitate teaching and learning, situation.
- Teaching Method:** This refers to a process of imparting knowledge to the learners in learning environment.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Islamic Studies is a subject taught in secondary schools at both senior and junior levels. This subject area represents complete aspects of Islam because it deals with Qur'an, Hadith and other basic Islamic system of worship. The teachings in Islamic studies are expected to mold the behaviour of students. The teachings prepare individual learners with the awareness and understanding that would transform them into citizens that can contribute positively towards the development of the society. The nature and scope of Islamic studies in Nigerian schools make emphasis on students' familiarity with the teachings of Qur'an and Hadith to make learners become aware of their duties on earth and prepare for the next world.

Islamic Studies is increasingly vital in helping to create individuals who are actively involved in making the society morally sound. Islamic studies knowledge enables the learners to become aware of their responsibilities in the society. To enable the students acquire the knowledge effectively require appropriate instructional strategies that will facilitate all round development of students in terms of cognitive, affective and psychomotor domains. It is not out of place to say no single method of learning can effectively be appropriate to all learning situations. Therefore, there is no best method of teaching Islamic studies since learning depends on situations.

At any level of education, teaching is established to bring a fundamental change in the learning. Teachers are expected to apply appropriate teaching methods to facilitate process necessary for knowledge transmission towards achievement of specific objectives

of the system. According to Ganyaupfu (2013) in the traditional method, many teaching practitioners widely applied inquiry method to impact to learners the appropriate skills. However, questions about the effectiveness of teaching methods on the students' learning have consistently raised considerable interest in educational research, High Tower et al (2011). Studies on teaching and learning examine how different teaching methods could enhance growth in students' learning were carried out.

It is believed by Ayeniye (2011) that teaching is a continues process that involved bringing about desirable changes in learners through the use of appropriate methods to bring desirable changes in students teachers' method of teaching need to be appropriate for the subject matter, Adumola (2011). It is opined by Bharadwaj and Pal (2011) that teaching methods work effectively mainly if they suit learners' needs since every learner interprets and responds to question in a unique way, Chang (2010). This was captured in Zeeb (2004) when he noted that alignment of teaching method with the students' needs and preferred learning influence students' academic attainments.

In lecture method, students obtain information from the teacher devoid of building their engagement level with the subject. This method is least practical, theoretical and full of memorization. It does not encourage students to learn real life problems based on the knowledge of application through activity based learning. In this method of teaching, the teacher controls the transmission and sharing of knowledge. The teacher makes attempt to maximize the delivery of information and also minimizes time and effort. Thus, the interest and understanding of students may be affected. Where Islamic studies teacher in secondary school focuses mainly on dispensing, definitions and procedures for students to memorize concepts, their understanding on the subject may be affected.

Inquiry method enhances active learning. The method promotes interest, analytical research and critical thinking among students. The inquiry method is considered to be more appropriate in teaching because it does not centralize the flow of knowledge from the teacher to the students, the method is widely adopted by teachers because it motivates goal-oriented behavior among students. Therefore, the method is an effective mean to improve students' achievement. If this method is adopted by Islamic Studies teachers, it could enhance students' performances in secondary schools in Kano metropolis.

In lecture method, the strategies used by the teacher are applied during teaching. Under this method, it is common to observe the subject information produced by the learners. However, under inquiry method, the strategies are understood better than the lecture method. Strategies used by the teacher to present information are understood by the learners. Under this approach, the students are encouraged to search for relevant knowledge instead of the teacher making monopoly of information transmission to the learners. This approach to teaching was successful in many places because of its effectiveness in improving academic performance, Damodharan and Rengarjan (1999). If inquiry method could be applied in teaching Islamic Studies in secondary schools in Kano metropolis, it is expected that students' achievement could be enhanced.

The above arguments motivated the researcher to carry out the Kano metropolis. Thus, the study is set to analyze student's achievements in Islamic Studies using different teaching methods in selected secondary schools in Kano metropolis in Kano state, Nigeria.

1.2 Statement of the Problem

Teaching is a means to assist students to learn. Good teaching is characterized by proper teaching methods. Thus, methods of teaching assist in education. The strategies used in teaching are meant to make teachers successful in their bid to disseminate knowledge of their area of specialization. Islamic Studies is a subject that is taught in many secondary schools in Nigeria. It is taught in secondary schools as a compulsory subject for students who are Muslims. It is taught in schools irrespective of diversity in culture, ethnicity and social economic background of student. Islamic studies is taught in secondary schools by different teaching methods such as lecture method discussion, method, textbook method, study tours, problem teaching methods, team teaching and enquiry methods. However, little effort is made on the factors that are necessary for selection of the appropriate teaching method. The methods used in teaching students in secondary schools are not effective for their teaching and learning and this affects their academic achievement. Much as the teacher is at liberty to select the strategy according to the need of students, this approach may be a fatal effort if the teacher fails in his scheme of handling issues that relate to method he adopts. Teaching methods could be seen as patterns of teacher behavior that occur either in simultaneous or sequential order.

1.3 Objectives of the Study

The study was set to achieve the following objectives:

1. Examine the performance of students in Islamic Studies taught using inquiry and lecture methods and student-centred method in secondary schools in Kano metropolis.
2. Determine the performance of students in Islamic Studies using experimental and control groups in secondary schools in Kano metropolis.

3. Ascertain the effects of gender on students' performance in Islamic Studies using Inquiry and lecture methods of instruction in selected secondary schools in Kano metropolis.
4. Find out the influence of Inquiry and lecture methods on students' attitudes towards Islamic Studies in secondary schools in Kano metropolis.

1.4 Research Questions

The study answered the following questions:

1. what is the difference in students' performance in Islamic Studies when taught using inquiry method and lecture method in secondary schools in Kano metropolis?
2. what is the performance of students in Islamic Studies when taught using experimental and control groups in secondary school in Kano metropolis?
3. what are the effects of gender on students' performances in Islamic Studies when taught using inquiry and lecture methods of instruction in selected secondary school in Kano metropolis?
4. what is the influence of inquiry and lecture methods on students' attitudes towards Islamic Studies in selected secondary school in Kano metropolis?

1.5 Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant difference in students' performance in Islamic Studies when taught inquiry method and lecture method in selected secondary schools in Kano Metropolis;

2. There is no significant difference in students' performance in Islamic Studies when taught using experimental and control groups in Selected Secondary Schools in Kano metropolis;
3. There is no significant difference in male and female students' performance in Islamic Studies when taught using inquiry and lecture methods in selected secondary school in Kano metropolis;
4. Inquiry and lecture methods have no significant influence on students' attitudes towards Islamic Studies in selected secondary school in Kano metropolis.

1.6 Basic Assumptions

The study is based on the assumptions that:

1. The students taught using inquiry method could perform well in Islamic Studies compared with those taught using lecture method in selected secondary schools in Kano Metropolis.
2. The students' performances in Islamic Studies taught using experimental and control groups were not significantly different in selected secondary schools in Kano metropolis.
3. Gender was not a barrier to students' performance in Islamic Studies in selected secondary schools in Kano metropolis.
4. Inquiry and lecture methods of instruction have no influence on students' attitudes towards Islamic Studies in selected secondary schools in Kano metropolis.

1.7 Significance of the Study

The findings of this study shall reveal the teaching method that could influence good performance of students in Islamic Studies. The findings will be of interest to

curriculum planners, schools principals and Heads of Departments as well as agencies responsible for curriculum developments. The finding could also facilitate the appropriate curriculum policies and programs which could pave way for affective teaching and learning of Islamic Studies. The findings will reveal the teaching method suitable for both male and female students. Islamic Studies students would benefit with the result of this study since their level of awareness and understanding issues related to inquiry method, lecture method and traditional method could be used to enable better performance of students through identification of individual needs of students in the class. Lastly, the findings of the study could be very useful as a reference material and contribute to the existence literature in teaching method for Islamic Studies.

1.8 Scope of the Study

This work analyzed the students' achievement in Islamic Studies using inquiry, lecture and traditional methods of instructions in selected secondary schools in Kano metropolis. The study is delimited to school for Arabic selected (S.A.S) Kano and Government Girls' Secondary School Shekara in Kano Metropolis. Participants of the study were restricted to SS III students in the two schools. Lastly, the study delimits itself to concepts of inquiry method, lecture method and traditional method.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews literature on issues related to lecture methods. The study establishes theoretical base of the study using Brunner's theory of instruction. Thus, the study reviews literature on the following areas:

- Theoretical Framework of the Study;
- Methods and Techniques of Teachings;
- Inquiry Method of Teaching;
- Lecture method of Teaching;
- Effects of Inquiry Method of Teaching on Students' Academic Performance;
- Effects of Lecture Method on Students' Academic Performance; and
- Empirical Studies

2.2 Theoretical Framework of the Study

The domains of educational objective are developed through inquiry method. The students are involved in a genuine problem of inquiry by confronting them with an area of investigation, helping them identify a conceptual or methodological problem within that area of investigation, and inviting them to design ways of overcoming that problem, Joyce and Weil (1978) students are made to see knowledge in the making and are initiated into the community of scholars. They are also made to gain a healthy respect for knowledge and will probably learn both the limitations of current knowledge and its dependability.

In inquiry learning, lecture is losing its popularity as an effective instructional method as noted by McMann (1979) when he needs that lecture can be an effective

method by itself, but also that it can be coupled with other methods such as inquiry learning. However, he argued that a lecture is not just the giving of facts, but should be used to enhance the material that the students already have, such as textbooks. He believed that the method can provide students with a more complex view of the information. According to McMann (1979), the traditional definition of lecture evolves from one merely giving information by the teacher to one of applying, analyzing, synthesizing, and evaluating specific information for specific purposes by the teacher and students. He further stated that lecture can be implemented prior to a class activity. This is because lecturer allows the teacher to set the background that the students need. However, it was noted by Daughert (2008) that lecture provide a more in-depth look at an important aspect that the textbook mention, but does not elaborate on them.

Being a teaching method, lecture is a formal presentation of content by an educator, as a subject matter expert, for subsequent learning and recall during examinations by students, Vella (1992). In his own view Ruyle (1995) sees lecture as an oral presentation of instructional material. Lecture in its many forms is still the most commonly used method of transferring information. Research findings revealed that lecture was and still is a dominant method of teaching in higher education. In higher educational institutions, lectures often have a poor reputation in the context of learning versus teaching debate. When knowledge management survives on the basis of individual learning and critical knowing, it argued by Kessels (2003) that lecture may require autonomous, independent individual to undertake learning for personal growth. It is the belief of Turnwald (1993) that large group formats tend to encourage passive learning. Students are made to receive information but they have little opportunity to process or

critically appraise new knowledge offered, Novikiene (2002). For any reason, students are content to adopt a passive rather than an active role in a learning processes are difficult to motivate within traditional environment. However, such process may do little to develop confidence and independent learning skills in students who need help in these respects, or to stimulate those who become disinterested. Bercker and Watts (1976) believed that the traditional lecture seminar format can actually alienate such students from a learning process rather than embrace them within it.

It was opined in Gardiner (1998) that instruction as a conventional concept of learning leads to lecture format, a dualistic view of knowledge, and passive learning perspective. However, it is the teacher who controls learning process through the dissemination of knowledge. This approach gives emphasis on learning through the method of dispensing information rather than facilitating learning through matching of learning activities to student learning interests.

According to Brunner (1996) a theory of instruction needs to involve four central aspects: (1) predisposition towards learning, (2) the ways in which a body of knowledge can be structured so that it can be grasped easily by the learner, (3) the most effective process to present material, and (4) the nature and pacing of rewards and punishments. Good methods for structuring knowledge need to simplify generate new propositions, and increase the manipulation of information. Brunner viewed it in the following sequence:

1. **Predisposition of Learning:** experiences are to be designed in a way that will help the student to be willing and able to learn. Brunner believed that the desire to learn and to undertake problem solving could be activated by devising problem activities in which students would explore alternative solutions. Present of

- optimal level of uncertainty is the major condition for the exploration of alternatives. This however, relates directly to the students' curiosity to resolve uncertainty and ambiguity. Here the teacher is expected to design various activities that would arouse the students' interest towards learning;
2. **Structure of Knowledge:** this component proposes that the curriculum specialist and teacher must give in clear terms the ways in which a body of knowledge is structured so that it can be easily grasped by the learner. Ideas or problems or knowledge are to be presented in simple terms to enable learners understand it in a simple form. In presenting the material, the cognitive level of the learners needs to be taken into consideration.
 3. **Sequencing:** here sequences of instruction need to be specified. It is believed by Brunner that instruction should be able to lead the learner through the content in the learner through the concept to enable them grasp, transform what is learnt by them. Therefore, sequencing needs to be carried out from enactive (hands-on-concrete) to iconic (visual), to symbolic (descriptions in words or mathematical symbols). However, it is with nothing that the sequencing is dependent upon learners' symbolic system and learning system.
 4. **Motivation (form and pacing of reinforcement):** lastly, Brunner's theory believes that the nature and pacing of rewards and punishments need be specified. Thus, Brunner submits that emphasis on extrinsic rewards, such as teacher's praise, toward intrinsic rewards inherent in solving problems or understanding the concepts is very good in class teaching and learning situations. Brunner believed that learning depends upon knowledge of results

5. when tic can be used for correction. Learners' knowledge needs to be developed through feedback. That can simply be done by the teacher when he provides a vital link to the learners. The teacher provides the feedback at first and helps the learners to develop techniques for obtaining feedback on their own.

According to Ozturk and Serap (2009) Brunner's theory is applicable to instruction if the following principles could be followed:

1. Instruction must be concerned with the experiences and contexts that make the learners willing and ready to learn;
2. Instruction should be structured so that learners can easily grasp (spiral organization); and
3. Instruction is to be designed to facilitate extrapolation and or fill in gaps (going beyond the information given) by simulating cognitive skills required for application.

2.3 Methods and Techniques of Teaching

Methods and techniques for effective teaching are many. According to Vin-Mbah (2012), teachers use skills adopting methods and techniques in the class in order to teach their students effectively. Teachers that are skillful and competent use different methods and techniques because methods of teaching go with the situations. It is possible for a teacher to adopt different methods of teaching in a single lesson. Therefore, the success of methods of teaching depends on the nature of teacher and his professional experience in the field, Ughamadu (1992).

Method is defined in Adamu (2008), as a procedure where goal is reached, a purpose accomplished or a result achieved. It is also a practical application of teaching

principles with respect to the nature of learner, nature of the subject and learning needs of the pupils/students, Oyekan (1994).

According to Vin-Mbah (2012) some criteria or principles become necessary for the selection of instructional methods for teacher to use in the teaching-learning process. They become essential if the aims of teachers are to impart knowledge to students is to be successful. The criteria include the following:

1. The type of subject; and
2. Type of lesson

Oyekan (1994) believes that teaching methodology is all about the method, techniques or approach, individuals or group of teachers select and use in actual classroom situation. The appropriateness of methods of teaching depends on factors such as subject or topic to be taught, the learners' characteristics and the socio-cultural environment. Teaching methods, according to Vin-Mbah (2012) could be classified into two categories, namely:

- (a) Child-Centred methods; and
- (b) Teacher-Centred methods.

Child-Centred methods include:

- Activity methods;
- Assignments;
- Supervised study;
- Discussion method;
- Field trip;
- Project methods; and
- Play and games method

These methods could be applicable to both individual and group approaches to teaching, Oyekan (2000). It is important to note that some of the methods are more acceptable to group than to individual approach.

According to Vin-Mbah (2012), in teacher-centred method, the teacher is the principal actor in the lesson while, learners are passive listeners. However, the end of the lesson, learners are free to ask few questions or be required to answer questions, pass some comments or jot down some points. It is opined by Ughamadu (1992) that in teacher-centred method.

Lecture Methods

Lecture method is the oldest and commonest method that is used at the tertiary level of educational institutions. Under the lecture method, the teacher verbally delivers a pre-planned, body of knowledge to the students.

Vin-Mbah (2012), the teacher teaches while the students listen and make important points. Here the teacher is most active. In lecture method, large group of students are used. The students are assumed to be passive listeners and not given opportunity to ask questions. According to Maduewesi (1999), the method is more appropriate for students at a higher level.

Advantages of Lecture Method

1. Lecture method is advantageous because it can cover wide area of studies within a short time;
2. Allows ;large group of students to be taught at once by a single teacher; and
3. Teachers' time and energy are saved since he says one thing to the students at the same time.

Disadvantages of the Lecture Method

Lecture method has disadvantages because it:

1. a teacher-centred method of teaching;
2. kills students' initiatives since it makes passive listeners; and
3. does not cater for the individual differences of the students, because the students are taught by the teacher at the same speed as a whole group; and
4. does not create good opportunities for students to practice communication skills in their own ways.

According to Ughamadu (1992), education is a process of involving a continuing development of relevant knowledge, skills and habits to enable individuals to contribute meaningfully towards the growth of the society, they belong to.

Oyekan (2000) believes that the success or failure of education depends entirely on the method adopted by the teacher. Methodology is both scientific and way of teaching, because it studies teaching methods where the person studying them attempts to understand the various methods employed in teaching different subjects, sets of students and their age grades.

The common teaching methods use in different parts of the world are as follows:

1. Lecture method;
2. Learning by doing method;
3. Discovery method;
4. The play method;
5. The Socratic method;
6. Co-operative method;

7. The Project method;
8. The Problem-solving method;
9. The Dalton plan or assignment method;
10. The remedial method;
11. Play-way method;
12. Individual method;
13. Dramatic method;
14. Demonstration method;
15. Discussion method; and
16. Story-telling method

Discussion Method

According to Maduewesi (1999), for effective discussion, the following elements and points are very essential:

1. the environment must be favorable for such discussions;
2. there is need for preparation by all members;
3. there should be good planning;
4. there should be elements of friendliness, tolerance and good social feelings prevalent in the group;
5. while discussion is on, the teacher should make such that everybody is actively participating. No person should monopolize the discussion;
6. the teacher must not allow the discussion to disagree into less productive and side issues, and as much as possible limit the scope of the discussion;

7. inconsistencies, fault logic and irrelevance should be challenged. The teacher may however develop a feeling of responsibility for effective conduct of the group; and
8. a periodic summary of what has been said is necessary. The teacher or leader of each group may do this. This will help in evaluating the progress of discussion as well as keeping everybody up to date.

Advantages of Discussion Method

- a) It is a forum where difficult problem are solved or questions asked among the students.

Disadvantages

Discussion method is disadvantageous because it is not:

- a) applicable to all topics in a subject; and
- b) ideal for large group of students.

Play-way Method

Play-way method refers to as any pleasurable activity carried out in the classroom by the teacher with the students to promote learning. It is opined in Farrant (1980) that play-way method is experimenting stage of learning where the learners try their newly acquired knowledge and skills with the activities of people and things. It encourages the learners to:

- stimulate creative imagination;
- provide opportunity for experimentation beyond the real level of development;
- exercise learning competencies;
- engage in independent learning; and
- gain experience and express themselves freely with confidence.

The Remedial Method

Remedial method is a practice where a teacher selects time specifically for the removal of common weakness among his learners. During lessons teachers observe weakness and bad practices and misunderstanding among the learners. Teachers ought to give specific time to be able to fish out such common errors.

2.4 Concept of Inquiry and Inquiry-based Learning Methods

According to Hebrank (2004), inquiry refers to the art and science of asking questions that are accessible, can be answered in part or in whole, and ones that lead to meaningful tests and explorations. The inquiry refers to careful observation and measurement, hypothesizing, interpreting, and theorizing. It involves experimentation, reflection and recognition of the strengths and weakness of its own methods.

Inquiry is not only common in education, it is also applicable to other disciplines such social sciences, humanities and arts.

Inquiry-based learning refers to a way of acquiring knowledge through the process of the learners, under this approach, generate their own question or are given question by the teacher or designed already. The approach needs an effective role of the learners in their attempt to answer given questions or identification of problems through discovery, investigation or experimentation.

According to Herron (1971), inquiry-based learning is of different types. They include; structured inquiry, guided inquiry and open inquiry. Under structured inquiry approach popularly known as level 1, the learners are made to conduct investigation and discovery on the basis of questions and procedure provided by the teacher himself. In the guided inquiry approach known as level 2, though the learners' investigation is on the

basis of the questions thrown by the teacher, they are responsible for the discovery procedures. In level 3, that is open inquiry is, the learners' investigation and exploration are based on the questions and procedures that they have to determine. However, it is worth noting that the three levels of inquiry depend on the extent of commitment from the learners. Therefore, the more the learners commit to learning process, the better inquiry learning.

Guided inquiry is viewed by Schulman and Tamiv (1973), as a learning process where the teacher gives the basic elements in the learning process, while the learners generalize. Thus, the teacher poses as a facilitator who throws questions to motivate the learners to continue their discovery process.

2.5 Types of Inquiry and Inquiry Based Learning

Open or Full Inquiry

Open inquiry also known as full inquiry is defined as a student-centred approach, which begins with the questions from students. This is followed by design and conduct of investigation or experiment and communication of results, National Research Council (1996) and Colburn (2000). A close look at the approach shows its close relationship with scientists' approach. Thus, in open inquiry, higher-order, thinking with direct students' involvement with the concepts and materials equipment are required. Students' direct involvement in terms of questions, designing and conducting of investigation and experiment reveals the openness of the inquiry.

Guided Inquiry

In this approach, the teacher assists learners to develop inquiry investigations in the classroom. It is teacher who chooses the question for investigation. Students may then help the teacher to decide on the procedure for instigation. Teachers will realize the

actual time need for future open-inquiry investigations to be taught. Thus, guided inquiry is a natural means to open inquiry. Where students have to learn phenomena that are complex in nature and whose investigation in classroom situation is difficult, the teacher can provide scientific data applicable from different sources for investigation.

Coupled Inquiry

This approach is combination of guided-inquiry and open-inquiry investigation, Dunkhase (2000). When the teacher begins with the invitation to inquiry gotten with guided inquiry, he chooses the first question to investigate. Thus, the teacher specifically targets a particular studied or benchmark, Austin (2001), guided inquiry followed by a more student-centred is chosen by conducting open-inquiry investigation.

The coupled-inquiry cycle involves a process in a form of an invitation to inquiry, teacher-initiated “guided inquiry”, student-initiated “open inquiry”, inquiry resolution, and assessment. According to Dunkhase (2000) and Martin (2001), the process leads to better student-initiated open inquiry.

Structured Inquiry

Structured inquiry also known as directed inquiry. It is a guided inquiry, which is directed by the teacher. Basically, structural inquiry results in a cookbook lesson where teacher’s directions towards arriving at definite product are followed by students. This approach is often used in a classroom situation but students’ engagement in the task is limited to following teachers’ instructions. However, direction in a cookbook manner does not actively engage students’ minds. It could, therefore, be argued that structured inquiry does not include much true inquiry, students’ thinking is noticed when the teacher allows students to make choices and decisions in classroom investigations, Clough and

Clark (1994). To create a more student-centred approach involves asking students to come out with the procedure necessary for an investigation; removing a prepared data table to enable students consider how to create their own table, asking students to ascertain the type of data to collect not prescribing the method, and asking students to explain how experiment could be improved towards better process for investigation. Table 1 gives essential features of classroom inquiry and their variations as produced from Inquiry and National Science Education Standards (2000).

Table 1: Essential Features of Classroom Inquiry and their variation

S/N	Essential Features	Variations			
1	Learner engages in scientifically oriented questions	Learner possess a question	Learners selects among questions, poses new questions	Learner sharpens or clarifies question provided by teacher, materials or other source.	Learner engages in questions provided by teacher, materials or other source.
2	Learner gives priority to evidence in responding to questions.	Learner determines what constitutes evidence and collects it.	Learner directed to collect certain data.	Learner given data and asked to analyze	Learner given data and told how to analyze.
3	Learner formulates explanations from evidence.	Learner formulates explanation after summarizing evidence.	Learner guided in process of formulating explanations from evidence.	Learner given possible ways to use evidence to formulate explanation.	Learner provided with evidence.
4	Learner connects explanations to scientific knowledge.	Learner independently examines other resources and forms the links to explanations.	Learner directed toward areas and sources of scientific knowledge.	Learner given possible connections.	
5	Learner communicates and justifies explanations.	Learner forms reasonable and logical argument to communicate explanations.	Learner coached in development of communication.	Learner provided broad guidelines to use sharpened communication.	Learner given steps and procedures for communication.

2.6 Advantages and Disadvantages of Inquiry Method of Teaching/Learning

The idea behind inquiry method of teaching/learning is to enable students put things for themselves. However, the method has both advantages and disadvantages. They are summarized below.

Advantages

The inquiry method of teaching/learning is advantageous because it:

- makes the students opportunity to think;
- gives the students opportunity to think carefully about ideas, problems and questions being considered valid by class;
- creates room for students' full participation which increases their curiosity both inside and outside classroom work;
- makes the students to develop the spirit of personal initiative;
- encourages patience, co-operation, unity and decision making amongst the students;
- arms the students with the right type of attitudes; values; skills and knowledge that enable them explore their social environment; and
- increases students to understand processes, concept and relationship.

Disadvantages

The method has disadvantages because it:

- is time consuming. That is, it may involve several stays or weeks before completion.
- Puts the students on a lot of task. The students will be busy working towards completion of the task given to them at the neglect of their other tasks. They work hard to meet up the stipulated time tagged for handling in of their papers.

- May be too expensive when it involve trip making to places where the facts are available;
- Is expected of students that they could be frustrated particularly if they cannot find appropriate clues to solve problems or if they cannot solve them at all;
- Often leads to withdrawal from lessons or schools especially when the task is difficult to solve; and
- Is not always possible to use inquiry in all topics or situations especially in large class sizes or where a large amount of materials' is required to be taught in a limited time.

2.7 Concept of Lecture Method

According to McKeachie (1994) of all the instructional methods, lecture is the commonest used format in higher institution. This is concurred in Gibbs and Habestan (1987), when they noted that lecture method is predominant in institutions of higher learning. The method has both criticism and praises. According to Frederick (1986), it is praised because it accommodates large number of students, quite economical and interactive in nature. It also conveys large information to large audience with efficacy and adaptable to divergent needs and audiences, Gage and Berliner (1991). However, the method is criticized because of its inability to promote higher order skills like conceptual understanding, independent learning and problem-solving ability, Kimmel (1992). Barrow and Tambiyn (1980) buttressed the point by saying the method could not foster innovative instructional methods like problem-based learning.

2.8 Characteristics for Effective Lectures

Effective instruction is the outcome of good lectures. Thus, appropriateness of the instructional strategy, for the desired learning outcome, is one criterion for lecture effectiveness. This is because specific teaching behaviours correlate significantly with the type of learning outcomes. For example, lecturing is found to be an effective method to gain knowledge, Kulik and Kulik (1979), lecture which was characterized and found to be “well-organized” by students is a good indicator of factual and conceptual knowledge gains. This could serve as a means to “fit” can serve as one found to differentiate between lectures.

It is opined in McKeachie (1994), that organization is an important pedagogical principle and in lectures, because it takes into account both the way in which the structure of knowledge is represented in a given discipline as well as the cognitive structure of students in that context Scardamalia and Bereiter (1986), believe that the suggests that the core problem in this context is how a connection can be made with students’ understanding, especially in large, heterogeneous classes. In Bligh (1992), organization can be an important factor in maintaining or severing communication links with students. He went further to say there are several ways in which a lecture can be organized. Hierarchic forms, chaining, or a variation of these are some examples. In hierarchic forms, different categories of information, all related to one topic, are grouped together. In chaining, organization is based on the temporal or logical sequencing of events or processes. Differences in lecture organization include presentation in the organization of lectures might include presenting by comparison; thesis; logical dichotomy; and conceptual network of the area. According to Bligh (1992), organization is important in

so far as it fosters students' understanding and enables them to make links between presented concepts and their relationship to one another, which include an introduction and an explicit explanation as to the way in which the lecture has been organized, periodic summaries and a conclusion can also enhance the effectiveness of a lecture, McKeachie (1994). According to Leinhardt (1987), organization can improve if there is provision of signposts to inform students of what are ahead, cues which a transition is made from one topic to another, to make clear links between new material and prior knowledge and placing the newly gained knowledge in the context of the discipline.

It is noted in Cox and Ewan (1998) that the third characteristic of effective instruction is instructiveness. In this regard, specific guidelines have been developed to improve lectures in medical education, Gibbs (1997), believed that the purpose of these guidelines has been to extend teaching beyond simply disseminating facts via the "sponge method". It is also to engage students in activities which are relevant to the intended learning, Ramsden (1992). When comprehension of a concept is the learning objective, asking students to write down their comprehension of a 15 minute lecture in a "one-minute paper" is a meaningful engagement of students in a large lecture hall, McKeachie (1994). It is submitted in Borko and Livingston (1990), that instructiveness can also be defined in terms of the amount of attention paid to learners' needs, responses, and pedagogical concerns. That kind of sensitivity appears to have an inverse relationship with the complexity of the subject-matter being taught. In university, where teaching the subject-matter is complex, which allows or encourages interaction to use considering the fact that a lot of time will be wasted to cover large areas, effectiveness of lecture as a method of teaching could not be realized.

2.9 Types of Lecture

According to Duplass (2006), there are nine types of lectures. They are as follows:

- i. Feedback lecture: Students are given an outline of the lecture before hand. The teacher lectures from the outline (class notes), with students taking notes. Students are then given questions to answer based on the lecture and their notes;
- ii. Guided lecture: In the guided lecture, students are given a list of objectives. The teacher Lectures from class notes. Students are asked to listen (no writing) and are expected to be able to recall the information. Individual assignment is usually in the form of asking students to write down all the information they can recall;
- iii. Responsive Lecture: In this type of lecture, the teacher, perhaps once a week, sets aside time for questions on material covered during the week. Students develop and rank open-ended questions for a recent or upcoming topic for the teacher to answer, with at least one question, from each student. Or, when they arrive for class, students drop off a question in a box for the teacher to respond to;
- iv. Demonstration Lecture: The teacher lectures from class notes with students. At points during the lecture, the teacher stops to demonstrate a procedure or process. The demonstration is laced with questions to draw out of the students the next steps in the demonstration. The demonstration can occur anytime during the lecture;

- v. **Pause Procedure lecture:** The teacher lectures from class notes with students taking notes. Every 5 minutes, the teacher pauses to allow pairs of students to share notes to correct and collect missing information. The teacher also calls on students to respond to prepared questions to summarize the big ideas, key concepts, and facts;
- vi. **Think/Write/Discuss Lecture:** The teacher lectures from class notes. At least four key questions are planned at pivoted points in the lecture. The teacher pauses after each question for students to write answers to the question. The teacher also calls on students to recite their written answers to the questions. The teacher repeats and summarizes big ideas and concepts;
- vii. **Lecture with Graphic Organizer:** In this type of lecture, rather than taking notes, students are provided a handout of a graphic organizer (Web, Venn diagram, etc), map, or other visual 'to complete while the teacher lectures. The teacher completes the same organizer on the chalkboard or a transparency on the overhead projection. The teacher also circulates during the lecture, making sure students are completing the organizer and probing for concepts through the Socratic Method;
- viii. **Socratic Method Lecture:** This type of lecture is named after Socrates for his persistent questioning. The lecture is structured on series of carefully sequenced questions. This kind of lecture usually follows a reading assignment so that students have a baseline of knowledge, although many questions require students to use logic and inference skills. This lecture can be

longer because the number of questions increases students' engagement in the class; and

- ix. Traditional Lecture: In this kind of lecture, the teacher has a set of class notes that are similar to the notes that the students are expected to record and primarily reports information so students can record their notes. Bonwell and Eison as cited in Dulass (2006) remarked that traditional lectures today should be rare in middle and high schools and are presented here more as a non-example. They should be converted into one of the other types of lectures.

Some of the more frequently encountered varieties of lectures as stated in Handbook for NUS teachers (n.d) are: textual exegesis (e.g. modeling analytical skills; multimedia (e.g. using video/synchronized slide presentations); the participatory lecture (e.g. alternating mini-lectures and discussion buzz groups, debates, simulations and role play): Problem solving (e.g. a problem forms the focus for demonstration and generating varying solutions). The first three are more lecturer-controlled and closer to the traditional model wherein a lecture is divided into different topics or sub-topics and systematically covered. The participatory and problem solving varieties operate with apparently greater flexibility, but in reality demands more, rather than less, planning if it is not to get out of hand.

2.10 Benefits, Disadvantages and Characteristics of Good Lecture

Benefits of Lectures

Lectures are beneficial learners because they:

1. can be effective ways of providing information which is not available from other sources;

2. can be cost effective means of transmitting factual information to a large audience;
3. are useful for providing background information and ideas, basic concepts and method which can be developed and considered in detail subsequently, either by private study, or in small group activities, supervised by a tutor;
4. can be used to highlight similarities and differences between key concepts;
5. can be a useful way of demonstrating an analytic process; and
6. have been found to be as effective as other teaching methods as a means of transmitting information but less effective for promoting thought and changing students' attitudes.

Disadvantages of Lectures

Lectures are disadvantageous because:

1. there is no guarantee that effective learning will result from lectures;
2. lectures are passive activities. Learners may be busy taking notes, jotting down notes and not having time or opportunity to reflect on or question the material and clarify misunderstanding;
3. lectures are not effective methods for changing attitudes and do not help learners to analyze and synthesize ideas;
4. lectures do not always encourage students to move beyond memorization of the information presented and information retention may be poor;
5. lecturing method is autocratic in form, it does not allow active participation and it does provide good feedback to the speaker; and
6. lecture does not take cognizance of the diversity of ability.

How to make lectures effective

Lectures could be effective if lecturers:

1. establish a relationship with their students/trainees;
2. outline their expectation of students/trainees;
3. schedule opportunities for active learning and for interaction with their learners/trainees;
4. break up lectures with questions and discussion and use a range of learning activities to promote participation;
5. use audio visual aids to help structure and pace the presentation, emphasize important points and add interest.
6. Are well prepared and rehearsed their lectures;
7. Exhibit enthusiasm and imagination and inspire and motivate their audience to learn;
8. Use their voice effectively to transmit information and emphasize key points; and
9. Help students/trainees to develop ways of structuring their learning and of understanding what is being presented to them.

Characteristics of a Good Lecture

Effective lectures have the following characteristics:

- the lectures enable the students to understand the basic principles of the subject matter;
- the learner can be heard clearly;
- the lecture fits coherently into the overall teaching programme;
- the material covered is relevant;

- the lecture is organized into a logical order; and
- the lecture supports and builds on previous learning experience.

Characteristics of a Good Lecturer

A good lecturer is expected to:

- present the material clearly and locally;
- make the material intelligibly meaningful;
- adequately cover the subject matter;
- be constructive and helpful in his/her criticism;
- demonstrate an expertise in his/her subject;
- adopt an appropriate pace during the lecture;
- include material not readily accessible in textbooks;
- be concise;
- illustrate the practical applications of the theories;
- be enthusiastic about the subject matter; and
- generate curiosity about the teaching material early in the lecture.

2.11 Empirical Studies

The study carried out by Iyamu and Otete (2006) assessed inquiry teaching competences of social studies teachers in junior secondary schools in South Central Nigeria. The study was set to find out whether the overall inquiry-teaching competence mean score of social studies teachers would not be significantly less than the acceptable level. The study employed the survey research design. It used a random sample of 100 professionally trained social studies teachers in junior secondary schools in South Central Nigeria. The observation method was used for the collection of data. The study also used

a 20-item four-point rating scale covering important skills and activities related to inquiry teaching. The study found that the overall inquiry-teaching competence of the teachers was significantly below the acceptable level. This empirical research is related to the present study in terms of conceptual scope, which is inquiry method. The research is different from the present study in terms of its subjects, methodology, subject matter, that is Islamic Studies and Social Studies and Geographical scope.

In 2010, Olatoye and Adekoya researched on the efforts of project-based, demonstrations and lecture teaching strategies on senior secondary students' achievement in an aspect of Agricultural Science (pasture and forage crops). The study was set to:

- a) find out the main effect of treatments on students' achievement in an aspect of agricultural science; and
- b) find out main effect of gender on students' achievement in an aspect of agricultural science.

A 3x2x2pre-test, post-test experimental design with a control group was used, where a hundred and fifty randomly selected senior secondary school II (SSS II) agricultural science students were drawn from three schools. The data were analyzed using ANCOVA and Scheffe post-hoc test analysis. The study revealed that there was a significant main effect of treatment on student's achievement in an aspect of agricultural science. The study also revealed that there was no significant interaction effect of treatment and gender on student's achievement in an aspect of agricultural science. This study is a departure from the present study because its subject scope is agricultural science not Islamic Studies. However, the post-test research is still relevant to this study

in terms of methodology pre-test, post-test experimental design with a control, group) and conceptual scope (lecture teaching strategy).

In a study carried out by Abdu-Raheem (2011), on effects of discussion method on secondary school student's achievement and retention in social studies. The study was to determine if significant differences exist between the achievement mean score of students in the experimental and control groups, and also, to determine whether differences exist between the pre-test mean scores and achievement mean scores of students in the experimental and control groups. The study adopted quasi-experimental, pre-test, post-test control group design. The sample for the study consisted of 240 junior secondary school class II students. Simple random sampling was used to select 40 students each from six secondary schools in Ekiti state, Nigeria. The instrument used for the study was a social studies achievement test (SSAT). The results revealed that there was a significant difference between the pre-test and achievement mean scores of students in the experimental and control groups; and there was also a significant difference between the retention mean scores of students in the experimental and control groups. This empirical research does not relate to this study in terms of subject scope, which is Islamic Studies. The study was set to find out whether differences exist in the performance of students between an experimental and control group. The study used quasi-experimental pre-test, post-test control group design. However, the study is different from this study in terms of geographical scope.

In 2012, Ameh and Dadani studied the effects of lecture and demonstration methods on the academic achievement of students in chemistry in Nasarawa L. G. A. of Kano state. The study was set to find out whether differences exist in the academic

achievement of students exposed to lecture method and those exposed to demonstration method; and also, find out whether there is a difference in the academic achievement of male students taught using lecture method and those taught using demonstration method. The study adopted a one experimental and control group design. The population of the study comprised all the senior secondary school SSI chemistry students in Gwagwaruwa Zone, Nasarawa L.G.A. of Kano. The sample size was made up of 58 SSI chemistry students both boys and girls. The data were analyzed using t-test statistic at significant level of 0.05. Results revealed that students performed better in chemistry when taught using demonstration method as compared to lecture method; and the boys and girls are better in academic achievement when taught using demonstration method than when lecture method was used. The above empirical research is related to this study. The study was set to find out the influence of two different instructional methods on the performance of male and female students. However, the study is different from the present study in design because it adopted only a one experimental and control group design. The study is also different from this study in geographical scope. In 2012, Edinyang studied relative effectiveness of inquiry and expository methods of teaching social studies on academic performance of secondary school students in Akwa Ibom state Nigeria. The study was to compare the expository and inquiry methods of teaching social studies with a view to determine which of the two, if well used, by the teacher can have a higher effect on students academic achievement in social studies. The design adopted by the study was a pre-test, post-test control group experimental design. The population of the study was made of all junior secondary two (2) students in the state owned post primary schools.

Fifty students were randomly selected from each school under study. The instrument used was test, and the results of the data collected were subjected to t-test analysis. The findings of the study revealed that the students in the inquiry group performed significantly higher than their counterparts in the expository group of the study because of their physical involvement in the lesson and the teachers teaching technique. The study is related to this research work in terms of its conceptual scope, research objectives, design and instruments for data collection. However, the subject scope and the geographical scope of the study are different from this study.

The review of related literature of the study gives the major implications and is used to support findings of this study. The review afforded the researcher the opportunity to know the areas covered before the study, the areas not yet covered and relevance of techniques adopted for this study. The reviews related to this study revealed that majority of the studies are related to the effect of instructional strategies on performance of students in Islamic Studies are not common in junior and senior secondary schools. This informs the need for this research. The review of empirical studies has also influenced this study by affording the researcher the opportunity to choose the appropriate design for this research work i.e the adoption of pre-test, post-test quasi-experimental factorial design which requires having two different experimental groups and a control group as demonstrated by most of previous researchers cited in this review.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

The study analyzed the students' achievements in Islamic Studies using different teaching methods in selected secondary schools in Kano metropolis, Kano state, Nigeria. The chapter presents the strategy and logistics involved in the conduct of study in terms of collection and analysis of data to answer research questions and hypotheses testing. The chapter specifically concentrates on research design, population, sample and sampling techniques, instrumentation, validity and reliability of instrument, procedure for data collection and methods of data analysis.

3.2 Research Design

The study adopted a pre-test, post-test quasi experimental. The choice of the design is basically because it seeks to assess the effects of two different teaching methods and allows for the manipulation of independent and dependent variables.

The research assigned students to two experimental groups and one control group. The experimental groups were taught concepts of Islamic Studies using the guided inquiry and guided lecture methods. The control group did not receive treatment. How the pre-test and post-test quasi experimental design was carried out is depicted in Table 3.1.

Table 3.1: Pre-test and Post-test Design

Group	Pre-test	Treatment	Post-test
1 st Treatment group	01 Inquiry	X Inquiry	02 Inquiry
2 nd Treatment group	01 Lecture	X Lecture	02 Lecture
Control group	01 Control	-	02 Control

Key:

The contents of columns 2 – 4 are represented below:

01 Inquiry represents the pre-test scores for inquiry group (1st experimental group)

02 Inquiry represents the post-test scores for inquiry group (1st experimental group)

X Inquiry represents treatment for inquiry group (1st experimental group)

01 Lecture represents pre-test scores for lecture group method (2nd experimental group)

02 Lecture represents post-test scores for lecture group method (2nd experimental group)

X Lecture represents treatment for lecture group (2nd experimental group)

01 Represents pre-test scores for control group method

02 Represents post-test scores for control group method

3.3 Population

The target population of this study is made up of all the secondary schools in Kano metropolis. Statistics from the office of director of schools in Kano Ministry of Education revealed that there are 309 public secondary schools in Kano metropolis at the time of carrying out this study. Out of the 309 schools, 17 and 292 are Girls and Boys schools, respectively. There are 158,032 Islamic Studies students in secondary schools under Kano metropolis. Table 3 gives the details of population of public secondary schools and students in the eight local Government Areas under Kano metropolis.

Table 3.2: Population of Public Secondary Schools and Students in Kano Metropolis

S/N	Local Government Area	Number of Schools	Number of Students
1	Tarauni	34	17,000
2	Gwale	36	18,036
3	Nassarawa	38	19,076
4	Dala	34	17,136
5	Municipal	62	33,480
6	Ngogo	35	17,850
7	Kumbotso	32	16,416
8	Fagge Fagge	38	19,038
	Total	309	158,032

Source: KNSMOE (2016)

3.4 Sample and Sampling Technique

The sample size of this study was drawn from Kano purposely selected public secondary schools in Kano metropolis. Islamic Studies is widely taught in public secondary schools in Kano metropolis, the researcher purposively selected two different schools where gender was taken to consideration. This is due to the fact that all the public secondary schools in Kano metropolis are single. That is to say the schools are not mixed. Thus, out of the population of 199 students in SS III in SAS, 60 were used and this represents 30 percent. In GGSS Shekara, from population of 201, 60 students were used in SS III and this represents 30 percent. As a whole, a total of 120 students were used to represent the entire population of 400. The sample size of 120 students was found to be sufficient for the study in view of the experimental nature of the research, where as suggested by Birbaun (2003), a minimum of 20 subjects suffices for a meaningful study. For the students to be exclusively out of contact from each other, two different schools were used for the experimental and control groups.

3.5 Instrumentation

The study used two research instruments. The first instrument is a multiple choice Islamic Studies performance test (IPT). The test covered various areas treated in the various instructional plans. The Islamic Studies performance test (IPT) was used for pre-test in order to determine the level of academic equivalence of subjects and as post-test to measure the potential effect of the intervention by examining the difference in the pre-test and post-test results. The second instrument is a 30 item Islamic Studies attitude scale (ISAS) developed to establish students' attitudes towards Islamic Studies before and after the commencement of the treatment.

Subsequently, various instructional plans that cover different aspects of Islamic Studiessuch as were developed by the researcher. All the topics were drawn from the SS3 Islamic Studiesminimum standards. Thus, thirteen of such instructional plans were developed using both the guided inquiry and guided lecture teaching method.

3.5.1 Validation of Research Instrument

To determine the extent to which the instruments used clearly measure what they were meant for, the face and content validity methods were employed. The instruments were subjected to face and content validation by the research supervisors and experts in Islamic Studieseducation observations from experts were used to modify the instruments before pilot testing.

3.5.2 Pilot Study

The instruments were validated, the researcher pilot-tested them in GGSS Yar'gaya and Rumfa College. The two students were not part of the study area. After a two week interval, the test was administrated on the same group of students two times. The results obtained at both administrations were then correlated to determine the extent to which both scores are similar for each individual in the group. The direct administration method was used to administer the Islamic Studies attitude scale on the same group of students on the spot so that the researcher could closely monitor participants handling of the instruments and ensure completion and retrieval.

3.5.3 Reliability

The data collected from the pilots study were analyzed to obtain reliability coefficient. Two reliability methods were used. The Cronbach alpha reliability coefficient method was used for testing the attitude scale, while the test-retest using the Pearson

Product Moment Correlation statistic was used for the test instrument. From the test, reliability co-efficient of 0.82 was obtained for the attitude scale, while the reliability co-efficient of 0.76 was obtained for the test instrument. The reliability co-efficient were found to be adequate for the internal consistencies of the instruments. This is in line with Olayiwola (2010) who stated that an instrument is reliable if the reliability coefficient is within the range of 0.05 to 1.00. The closer the calculated reliability co-efficient to zero, the less reliability of the instrument while the closer the calculated reliability co-efficient is to 1, the more reliable is the interment. This therefore, reveals the reliability of the instruments used for this study.

3.6 Procedure for Data Collection

The researcher made used the normal time allocated for teaching Islamic Studies in the sampled schools, which is 40 minutes twice a week. Before the treatment was carried out, Islamic Studies performance test (IPT) and Islamic Studies attitude scale (ISAS) were administered to the groups as pre-test in order to determine the level of academic equivalent of the students. The experimental groups were made up of Experimental Group 1 and Experimental Group 2. Experimental Group 1 was taught the Islamic Studies concepts by use of guided inquiry methods while Experimental Group 2 was taught the same concepts using the guided lecture method. On the other hand, control group did not receive treatment. The normal period of 40 minutes was maintained per lesson. With help of research assistants who are permanent teachers of Islamic Studies in the sampled schools administered the Islamic Studies Performance Test (IPT) and Islamic Studies attitude scale (ISAS) as post-test at the end of the treatment to both the

experimental and control groups. The researcher marked and scored the post-treatment test for all the groups using the appropriate marking guided.

3.7 Treatment of the Experimental Groups

The treatment of the experimental groups was carried out, the work that followed administration of the instrument as pre-test on all the groups. The teaching of students in experimental group 1 (guided inquiry) was conducted for a period of 12 weeks while the teaching of students in experimental group 2 (guided lecture method) was conducted for a period of 10 weeks. This is to enable the researcher cover the topics designee for the test in the sampled schools.

Guide inquiry strategy was use in the first experimental groups. The students were asked to investigate the questions posed by the teacher and the students were allowed to determine the procedures for discovery. However, students in the second experimental group were exposed to the guided lecture teaching strategy. In this method, the teacher dictated to the students the objectives of each lecture and subsequently taught the content of the instructional plans to enable students recall the information.

3.8 Procedure for Data Analysis

Analysis was carried out on the data collected using different statistics. The bio-data were analyzed using frequency counts and simple percentages. On the other hand, inferential statistics was used. Hypotheses one and two were analyzed using t-test to ascertain the significant difference in the academic performance of students. Hypothesis three was analyzed using Analysis of Co-variance for intercepts between sex and the groups. Hypothesis four was analyzed using the Man-Whitney to determine opinion differences. Hypothesis five was analyzed using Kruskal-Wallis test to rank the groups to show the extent of their attitudes towards Islamic Studies. To testify the rejection or retention the hypotheses 0.05 level of significance was used.

CHAPTER FOUR

ANALYSIS, PRESENTATION AD DISCUSSION OF DATA

4.1 Introduction

This chapter presents analysis, presentation and discussion of data. The analysis, presentation and discussion are based on the data obtained from the achievement test administered to students of ISL studies from two selected secondary schools in Kano metropolis. The instrument used is the academic performance test using the pre-test and post-test methods. The students were classified into three groups, where group one students were taught using inquiry teaching method and others taught using a lecture method and traditional teaching method. The experimental group is made up of two groups namely – inquiry method group and lecture method group; The third is the control group. Each group consists of 60 respondents comprising 60 males and 60 females making a total of 180 respondents. Frequency counts and percentages are used to present bio-data variables. Section 2 dwells on the issues raise on the objectives while section 3 is on Hypotheses Testing where 0.05 alpha level of significance is used. Section 4 gives the outline of the major findings and section 5 gives the discussion of the findings.

4.2 Presentation of Bio-Data Variables

The Bio-data variables are made of respondents according to groups and respondents according to gender. The distribution of respondents according to groups and gender are given in tables 4.1 and 4.2, respectively.

Table 4.1: Distribution of Respondents According to Groups

Teaching Method	Frequency	Percentage
Inquiry method	60	33.3
Lecture method	60	33.3
Control	60	33.3
Total	180	100.0

From table 4.1, it is evident that each group has 60 respondents represented by 33.3 percent from the total sample 180 respondents. The inquiry teaching group and lecture teaching group of students are experimental group while the control group is the traditional teaching method group of students.

To obtain the total number of respondents in respect of Gender, the responses of all respondents were collected, analyzed and presented in a table. Thus, table 4.2 gives the details.

Table 4.2: Distribution of Respondents According to Gender

Teaching Method	Frequency	Percentage
Male	90	50.0
Female	90	50.0
Total	180	100.0

From table 4.2, it is evident that the total number of male and female respondents is 90, respectively. This gives the total number of respondents to be 180.

4.3 Differences in the Performance of Students in JSS taught using Inquiry and Lecture Methods

This section deals with Differences in the performance of students in Islamic Studies taught using inquiry and lecture methods. To obtain the differences in performance of students in Islamic Studies, students were subjected to tests using inquiry and lecture methods. Table 4.3 gives the details.

Table 4.3 Differences in the Performance of Students in Islamic Studies taught using Inquiry and Lecture Methods in School for Arabic Studies and Government Girls Secondary Schools Kano

Variable	Experiment Groups	N	Mean	Std.dev	Std Error
Academic performance	Inquiry method	60	23.43	4.661	0.466
	Lecture method	60	20.31	5.232	0.523

From table 4.3, it is evident that the means of academic performance of students using inquiry and lecture methods are 23.43 and 20.31, respectively. Thus, students taught inquiry method performed higher than those taught lecture method. Therefore, significant difference exists in the performance of students using the two different methods.

4.4 Differences in the Performance of Students using Experimental Group and Control

This section presents the differences in the performance of students using Experimental Group and Control group. To obtain the significant differences in students' performance, tests were given to the two groups. Details are given in table 4.4.

Table 4.4 Differences in the Academic Performance of Students in Islamic Studies taught using Experimental Group (using Inquiry and Lecture Methods and Control Group) in School for Arabic Studies and Government Girls Secondary Schools Kano

Variable	Experiment Groups	N	Mean	Std.dev	Std Error
Academic performance	Experimental method	120	20.66	4.342	0.434
	Control method	60	14.32	5.231	0.523

From table 4.4, it could be observed that the mean score of experimental group is higher than that of control group, which are represented by 20.66 and 14.32, respectively. Thus, the students taught using inquiry and lecture methods performed higher than those taught using other method.

4.5 Differences in the Academic Performance of Male and Female Students in Islamic Studies taught using Inquiry and Lecture Methods in School for Arabic Studies and Government Girls Secondary Schools Shekara Kano

This section gives the differences in the male and female students' performance of students in Islamic Studies in GGSS Shekara and SAS Kano. To obtain the differences in performance in Islamic Studies, tests were administered. Table 4.5 gives the details, using covariance statistics.

Table 4.5 Differences in the Academic Performance of Male and Female Students in Islamic Studies using Inquiry and Lecture Methods in School for Arabic Studies and Government Girls Secondary Schools Shekara Kano

Treatment Group	Gender	Mean	Std Deviation	N
Inquiry Method	Male	24.76	4.134	32
	Female	26.84	3.123	32
	Total	25.8	3.628	64
Lecture Method	Male	23.43	5.233	32
	Female	20.32	6.312	32
	Total	21.88	5.772	64

Using the covariance statistics on the effects of gender on male and female students' performance in Islamic Studies using inquiry and lecture methods, it could be deduced that the female students performed better using inquiry method while male students performed better when lecture method was used.

4.6 Impact of Inquiry and Lecture Methods on Students' Performance in Islamic Studies in School of Arabic Studies and Government Girls Secondary School in Kano

This section presents the impact of inquiry and lecture methods on students' performances in Islamic Studies in schools of Arabic Studies and Government Girls secondary school Kano. To ascertain the extent of the impact, tests were conducted. Details are presented in table 4.6.

Table 4.6: Impact of Inquiry and Lecture Methods on Students' Performance in Islamic Studies in SAS and GGSS Shekara Kano

S/N	Item	Methods	Responses				Mean	Std Dev
			SA	A	D	SD		
1	Almost every adult person has leadership responsibilities at one place or another	Inquiry	24	22	8	6	4.32	0.331
		Lecture	5	15	20	20	2.13	0.632
2	Leadership does not mean a form of guardianship that a person will be called to account by Allah	Inquiry	23	24	4	9	4.31	0.23
		Lecture	22	23	5	10	2.22	0.741
3	Leadership implies caring for the welfare of those who are under such leadership	Inquiry	22	24	4	10	4.63	0.300
		Lecture	8	8	24	20	2.61	0.501
4	Taqwa may mean God-consciousness	Inquiry	21	22	8	9	4.76	0.601
		Lecture	9	10	19	22	3.00	0.931
5	Taqwa may mean piety	Inquiry	22	20	10	8	4.56	0.500
		Lecture	9	10	21	20	2.76	0.814
6	Taqwa may mean fear of god	Inquiry	25	22	8	5	4.62	0.400
		Lecture	4	17	19	20	2.31	0.831
7	Taqwa is shown in righteous action	Inquiry	26	21	10	3	4.54	0.501
		Lecture	16	4	20	20	2.24	0.841
8	Being conscious of God does not imply description of Taqwa	Inquiry	25	22	3	10	4.32	0.413
		Lecture	4	17	20	19	2.60	0.718
9	Free giving of Sadaqah and payment of compulsory Zakat are Taqwa	Inquiry	24	24	3	9	4.33	0.331
		Lecture	4	18	18	20	2.64	0.864
10	Constant and regular prayer is Taqwa	Inquiry	25	24	2	9	4.67	0.431
		Lecture	10	10	20	20	2.33	0.822
11	Belief in Allah and His Angels, Revelations and Prophets and the Day of Judgement is Taqwa	Inquiry	30	20	05	05	4.78	0.381
		Lecture	5	17	20	18	2.34	0.731
12	Keeping of promise is not Taqwa	Inquiry	25	16	4	15	4.64	0.481
		Lecture	4	18	19	19	2.11	0.834

13	Patience in times of misfortune, hardship and danger is Taqwa	Inquiry Lecture	22 18	23 4	5 18	10 20	4.03 2.07	0.438 0.734
14	A person does not need fasting to improve his Taqwa	Inquiry Lecture	24 6	24 14	02 20	10 20	4.37 2.06	0.541 0.934
15	Fasting is a strict test of self-restraint and endurance	Inquiry Lecture	23 16	23 3	4 21	10 20	4.08 2.04	0.433 0.838
16	The genuineness of a fast is known only to Allah and the person concerned	Inquiry Lecture	23 18	22 4	10 20	5 18	4.35 2.60	0.314 0.713
17	Taqwa does not obviously improve the attitudes and behavior of the person who possesses it	Inquiry Lecture	25 5	21 14	4 21	10 20	4.71 2.32	0.430 0.931
18	A person with Taqwa is firm in faith	Inquiry Lecture	24 10	20 10	16 20	0 20	4.50 2.40	0.631 0.933
19	A person with Taqwa is not generous and kind to family and relatives and to all those in need or distress	Inquiry Lecture	23 10	24 9	3 21	10 20	4.33 2.21	0.801 0.944
20	A person with Taqwa is patient and enduring when hardship or danger comes	Inquiry Lecture	24 10	22 8	6 20	8 22	4.34 2.22	0.631 0.941
21	A person with Taqwa learns to overcome his selfish tendencies and rely on God for his support and safety	Inquiry Lecture	23 14	23 2	10 24	4 20	4.30 2.22	0.431 0.940
22	A Muslim's Taqwa decreases as he strives to practice Islam in full sincerity	Inquiry Lecture	25 10	22 8	10 22	3 20	4.80 2.71	0.281 0.694
23	With Taqwa, a person tends to take right moral choice	Inquiry Lecture	24 16	20 3	2 19	14 22	4.89 2.67	0.331 0.832
24	Taqwa does not make one to benefit one's family and the society where one lives and works	Inquiry Lecture	19 4	21 17	16 19	4 20	4.77 2.38	0.44 0.928
25	A person with Taqwa needs to be lectured, watched, policed or forced before he does good	Inquiry Lecture	20 17	22 6	14 7	4 20	4.92 2.41	0.313 0.918
26	It is the cultivation of Taqwa at individual level that ultimately produces a good society as a whole	Inquiry Lecture	23 14	22 2	13 22	2 22	4.97 2.44	0.484 0.996
27	Sabr does mean patience, perseverance or endurance	Inquiry Lecture	22 15	22 2	13 23	3 20	4.09 2.06	0.381 0.886
28	Sabr is a quality which every Muslim should not cultivate	Inquiry Lecture	23 14	21 4	6 22	10 20	4.19 2.18	0.431 0.998
29	Muslims are not expected to practise Sabr whenever they face hardship, loss and danger	Inquiry Lecture	24 17	24 4	10 19	2 20	4.29 2.27	0.344 0.908
30	Muslims who practice Sabr are assured that they are on the right path and that Allah's Blessings and Grace are theirs	Inquiry Lecture	22 15	23 4	2 20	13 21	4.33 2.74	0.430 0.996

From Table 4.6, it is evident that perceptions of respondents on 30 items pertaining to students' performance in Islamic Studies using inquiry and lecture methods indicate that in most of the items students' performance is higher when inquiry method was used. Thus, students performed better when inquiry method was used in teaching them compared to lecture method.

4.7 Differences in Students' Performance in Islamic Studies using Inquiry, Lecture and Traditional Methods

This section presents the differences in students' performances using inquiry, lecture and traditional methods of teaching. To ascertain the differences, test was administered to the students where inquiry, lecture and traditional methods were used as guides. Table 4.7 gives the details.

Table 4.7: Differences in Students' Performance in Islamic Studies using Inquiry, Lecture and Traditional Methods

S/N	Items	Methods	Responses				Mean	Std Dev
			SA	A	D	SD		
1	Almost every adult person has leadership responsibilities at one place or another	Inquiry	23	22	2	10	4.33	0.34
		Lecture	10	10	20	20	2.41	0.67
		Control	15	5	20	20	7.33	0.89
2	Leadership does not mean a form of guardianship that a person will be called to account by Allah	Inquiry	24	22	4	10	3.28	0.43
		Lecture	21	20	15	4	4.83	0.58
		Control	4	15	19	22	4.56	0.80
3	Leadership implies caring for the welfare of those who are under such leadership	Inquiry	23	24	3	10	5.32	0.43
		Lecture	21	19	16	4	4.22	0.65
		Control	2	15	23	20	3.13	0.84
4	Taqwa may mean God-consciousness	Inquiry	22	23	2	13	5.32	0.38
		Lecture	19	20	17	4	5.42	0.56
		Control	16	2	21	21	4.31	0.83
5	Taqwa may mean piety	Inquiry	23	23	14	0	5.33	0.43
		Lecture	20	21	15	4	4.32	0.65
		Control	14	2	22	22	3.18	0.97
6	Taqwa may mean fear of god	Inquiry	24	24	3	9	5.49	0.38
		Lecture	20	20	5	15	4.31	0.68
		Control	14	14	21	22	3.30	0.94
7	Taqwa is shown in righteous action	Inquiry	23	24	3	10	5.23	0.43
		Lecture	20	19	11	10	4.11	0.65
		Control	5	10	25	20	3.14	0.88

8	Being conscious of God does not imply description of Taqwa	Inquiry	24	24	2	10	6.50	0.48
		Lecture	20	21	15	4	4.33	0.64
		Control	10	2	22	26	3.18	0.89
9	Free giving of Sadaqah and payment of compulsory Zakat are Taqwa	Inquiry	25	24	0	11	6.42	0.42
		Lecture	20	20	16	4	5.13	0.68
		Control	3	14	22	21	4.13	0.90
10	Constant and regular prayer is Taqwa	Inquiry	23	22	10	5	6.58	0.42
		Lecture	20	18	17	5	5.16	0.69
		Control	15	3	22	20	4.26	0.94
11	Belief in Allah and His Angels, Revelations and Prophets and the Day of Judgement is Taqwa	Inquiry	24	23	3	10	6.33	0.38
		Lecture	20	20	16	4	5.42	0.53
		Control	14	0	26	20	4.11	0.75
12	Keeping of promise is not Taqwa	Inquiry	23	25	16	2	5.31	0.46
		Lecture	20	19	20	1	4.44	0.66
		Control	10	5	25	20	3.25	0.87
13	Patience in times of misfortune, hardship and danger is Taqwa	Inquiry	24	24	10	2	5.11	0.34
		Lecture	20	20	10	10	4.01	0.67
		Control	3	10	24	23	3.31	0.81
14	A person does not need fasting to improve his Taqwa	Inquiry	25	22	10	3	5.34	0.42
		Lecture	20	21	4	15	4.10	0.66
		Control	4	2	16	10	3.11	0.83
15	Fasting is a strict test of self-restraint and endurance	Inquiry	27	21	3	9	5.11	0.43
		Lecture	21	21	14	4	4.31	0.66
		Control	3	10	23	23	3.21	0.84
16	The genuineness of a fast is known only to Allah and the person concerned	Inquiry	24	25	10	1	6.33	0.11
		Lecture	21	20	4	15	5.23	0.31
		Control	25	10	25	20	4.13	0.43
17	Taqwa does not obviously improve the attitudes and behavior of the person who possesses it	Inquiry	23	24	4	9	4.33	0.23
		Lecture	23	19	17	1	3.21	0.49
		Control	10	4	23	23	2.01	0.78
18	A person with Taqwa is firm in faith	Inquiry	23	23	4	10	4.30	0.32
		Lecture	21	22	14	3	3.21	0.48
		Control	4	10	26	20	2.11	0.63
19	A person with Taqwa is not generous and kind to family and relatives and to all those in need or distress	Inquiry	24	24	3	9	5.13	0.51
		Lecture	20	20	10	10	4.10	0.68
		Control	2	10	24	24	3.21	0.86
20	A person with Taqwa is patient and enduring when hardship or danger comes	Inquiry	24	25	2	9	5.66	0.43
		Lecture	19	19	20	2	4.31	0.63
		Control	2	14	24	20	3.14	0.78
21	A person with Taqwa learns to overcome his selfish tendencies and rely on God for his support and safety	Inquiry	24	23	3	10	4.31	0.46
		Lecture	20	20	10	10	3.11	0.46
		Control	1	18	20	21	2.10	0.88
22	A Muslim's Taqwa decreases as he strives to practice Islam in full sincerity	Inquiry	24	26	4	6	4.33	0.47
		Lecture	19	20	4	17	3.01	0.68
		Control	10	8	21	21	2.02	0.94
23	With Taqwa, a person tends to take right moral choice	Inquiry	24	25	10	1	4.30	0.56
		Lecture	20	20	16	4	3.14	0.78
		Control	5	10	25	20	2.10	0.94

24	Taqwa does not make one to benefit one's family and the society where one lives and works	Inquiry	20	27	4	9	5.34	0.43
		Lecture	18	21	20	1	4.13	0.78
		Control	10	4	26	20	3.10	0.99
25	A person with Taqwa needs to be lectured, watched, policed or forced before he does good	Inquiry	23	23	4	10	6.41	0.34
		Lecture	19	21	5	15	5.31	0.54
		Control	3	15	22	20	4.20	0.86
26	It is the cultivation of Taqwa at individual level that ultimately produces a good society as a whole	Inquiry	24	22	10	4	7.01	0.34
		Lecture	20	21	15	4	5.03	0.58
		Control	14	2	24	20	4.11	0.78
27	Sabr does mean patience, perseverance or endurance	Inquiry	24	24	3	9	6.04	0.46
		Lecture	20	19	10	11	5.11	0.65
		Control	13	1	20	26	4.12	0.94
28	Sabr is a quality which every Muslim should not cultivate	Inquiry	24	24	10	2	6.80	0.44
		Lecture	21	21	14	4	5.31	0.65
		Control	10	8	21	21	4.02	0.90
29	Muslims are not expected to practise Sabr whenever they face hardship, loss and danger	Inquiry	25	23	3	9	6.45	0.61
		Lecture	23	27	10	0	5.21	0.86
		Control	10	4	24	22	4.08	0.96
30	Muslims who practice Sabr are assured that they are on the right path and that Allah's Blessings and Grace are theirs	Inquiry	27	22	2	9	5.38	0.52
		Lecture	19	19	20	22	4.13	0.67
		Control	10	3	27	20	3.01	0.88

From Table 4.7, it could be noted that students taught using inquiry guided method performed higher than those taught using other methods as evident in their mean scores in all the 30 items. Next to students taught using inquiry method are those that were taught using lecture method. The least in terms of performance are students taught using traditional methods as shown in their mean scores.

4.8 Hypotheses Testing

This section presents Hypotheses testing. The hypotheses were tested using t-test, Mann-Whitney and Kruskal-Wallis.

Hypothesis One: There is no significant difference in the performance of students in Islamic Studies taught using inquiry and lecture methods.

Table 4.8: Summary of t-test on the significant Difference on students' Performance in Islamic Studies taught using Inquiry and Lecture Methods in SAS and GGSS Shekara

Variable	Experience Groups	N	Mean	Std dev.	Std err	Df	t-cal	t-cri.	P-val.
Academic Performance	Inquiry methods	60	24.61	4.331	0.433	118	2.811	1.42	0.001
	Lecture method	60	20.11	5.411					

The calculated p-value < 0.05 – significant

From Table 4.8, it is evident that there is significant difference in the students' performances when taught using inquiry and lecture methods. This is because the probability value is found to be 0.001, which is lower than the 0.05 level of significant set for the study. From the mean scores of the two methods, it is established that inquiry method has 24.61 and lecture method is 20.11. Therefore, the null hypothesis which states that there is no significant difference in the performance of students in Islamic Studies taught using inquiry and lecture methods is hereby rejected.

Hypothesis Two: There is no significant difference in the performance of students in Islamic Studies in the experimental group as compared with those of the control group.

To test this hypothesis, students' performances using experimental group (inquiry and lecture methods) and control group (traditional method) were tested. Details are given in table 4.9.

Table 4.9: Summary of t-test on the Significant Difference in Students' Performance in Islamic Studies using Experimental and Control Group

Variable	Experience Groups	N	Mean	Std dev.	Std err	Df	t-cal	t-cri.	P-val.
Academic Performance	Experimental Group	64	16.32	4.311	0.431	94	5.31	1.43	0.003
	Control Group	32	10.21	4.913	0.491				

P-value 0.003 < 0.05 – significant

From table 4.9, it could be observed that the probability value is 0.003. This is less than the 0.05 level of significant set for the study. This means there is significant difference in the students' performance in Islamic Studies using experimental group and control group. The mean score of students taught using inquiry and lecture methods is 16.32, which is higher than that of control which is 10.21. Therefore, the hypothesis, which is stated in a null form is hereby rejected to mean that there is significant difference in students' performance in Islamic Studies when taught inquiry and lecture methods compacted with those taught using the traditional method.

Hypothesis Three

There is no significant difference in male and female students' performances in Islamic Studies when taught using inquiry method and literature method.

To test this hypothesis, the male and female students' performances in Islamic studies using inquiry and lecture methods were collected and analyzed. Table 4.10 contains the details.

Table 4.10: Summary of Covariance Tests on the Performance of Male and Female Students in Islamic Studies using Inquiry and Lecture Methods

Treatment Group	Gender	Mean	Standard Deviation	N	P value
Inquiry Method	Male	24.31	5.132	60	0.004
	Female	26.22	4.134	60	
	Total	25.06	4.633	120	
Lecture Method	Male	26.31	6.321	60	0.03
	Female	25.11	7.121	60	
	Total	25.71	6.721	120	

From table 4.10, it is evident that the Pvalue when inquiry method was employed in teaching students, their performances differ significantly. The female students' performance in Islamic Studies is higher as evident in their mean score of 26.22

compared with the 24.31 of their male counterparts. However, lecture method gives different result because male students seen to perform higher than the female students. Thus, significant difference is recorded with probability value of 0.003.

4.9 Summary of Major Findings

The study revealed that;

1. guided inquiry method enhanced students performance in Islamic studies more than the guided lecture method (0.000);
2. students taught through guided inquiry and guided lecture methods performed significantly better in Islamic Studies than those taught through traditional method (0.003);
3. gender has significant effects in students' performance in Islamic Studies because male students performed higher than their female counterparts (0.005); and
4. guided inquiry method had more influence on students' attitudes towards Islamic Studies than the guided lecture method (0.006).

4.10 Discussion of the Findings

The hypotheses made revelations and are discussed in this section. Result of hypothesis one revealed that significant difference exist in the academic performance of students in Islamic Studies taught using inquiry and lecture teaching methods, their calculated mean academic performances were 24.61 and 20.11 by students taught with guided inquiry method and those taught with guided lecture method, respectively. This shows that students taught with guided inquiry had higher academic performance than those taught with guided lecture teaching methods. This result is in consonance with the

assumption of Herbrank (2004) inquiry teaching method produces a far reaching performance than other teaching methods because the method requires independent learning and active participation from learners. It is also in agreement with the submission of Ediyong (2012), which suggests that students taught using the inquiry method performed better than their counterparts taught using other teaching methods because of their physical involvement in the lesson. The results are also in harmony with the submission of Ifeoma and Oge (2013), which shows that students taught with guided inquiry method performed better because of their participation in the lessons.

Hypothesis two testing shows significant difference in the academic performance of students in the experimental groups (guided inquiry and guided lecturer) and those in control group (traditional method). The calculated scores were 16.32 and 10.21 by students in the experimental group and those in the control groups, respectively. From the hypothesis testing the two experimental groups of guided inquiry and guided methods were merged together against the control group that was subjected to the traditional method of teaching. The result reveals that students taught using the guided inquiry and guided lecture methods performed better than students taught using traditional method. The result of guided inquiry method, confirms the submission of Ifeoma and Oge (2013), which indicates that students taught using the guided inquiry method performed better because of their participation in the learning process. On the other hand, finding of guided lecture method is in line with submission of Daugherty (2008), which says that the guided lecture method is an effective instructional method because it enables students to have complex view of information useful to enhance the material that they already have. The lecture could be an effective method compared methods because it allows the

teacher to set the background that the students need and it also provides a more in-depth look at an important aspect that the textbook mentions, but does not elaborate on them.

Hypothesis three tested using the covariance analysis to determine the effect of sex (male and female) on the academic performance of students in the two experimental groups (guided inquiry and guided lecture method). The calculated mean scores are 24.31 and 26.22 by male and female students, academic performance in guided inquiry method were 29.20 and 28.12 by male and female, respectively while in guided lecture method the scores are 26.31 and 25.11 of male and female, respectively. The result reveals that male students in the two groups performed significantly higher in Islamic Studies than their female counterparts when taught using the two methods. His finding is in consonance with that of Abdu-Raheem (2012), who found out that male students performed better than females in mathematics, science and social science subjects. This phenomenon shows that socialization of boys and girls and the way of living to some extent explains the difference in gender effects on academic performance. In Hausa culture girls are more restricted and confined to homes, especially during adolescence than boys and are often burdened with the household work. This seems to give boys upper hand to do their academic works. This is a challenge to girl child education in Kano metropolis.

Man Whitney analysis was used to test hypotheses. The test revealed that inquiry teaching strategy has significant impact on students' aptitude towards Islamic Studies. The students' attitude from the mean rankings were 113.33 and 86.112 by those taught using guided inquiry teaching strategy and those taught with guided lecture teaching method, respectively. The finding is in consonance with that of Huseyin and Refik

(2010), who revealed that inquiry learning method positively affects students' attitudes towards leaning compared with traditional method. The finding is also in conformity with that of Olukayode (2012), which revealed that inquiry method is effective in influencing students' attitude positively towards leaning.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusions and recommendations. It also presents suggestion for further studies and limitations of the study.

5.2 Summary

The study investigated the effect of inquiry and lecture methods of instruction on students' performance in Islamic Studies in selected secondary schools in Kano metropolis. Four research questions were asked and four hypotheses formulated as a guide for the study. A pre-test, post-test, quasi experimental design comprising two experimental groups and one control group were adopted for the study. Thus, the students were assigned to two experimental group and one control group. The students in experimental group were taught Islamic Studies concepts by the use of guided inquiry and guided lecture methods. However, the control group did not receive any treatment. The population of the study is made up of two numbers of students in the secondary schools in Kano metropolis. A purposive sampling technique was employed to select a sample of 309 students of Islamic Studies to represent the two schools. Two research instruments are Islamic Studies Performance Test (ISPT) and Islamic Studies Attitude Scale (ISAS).

The two instruments were pilot-tested in GGSS Yar'gaya where a reliability coefficient of 0.83 was obtained for the test instrument. The data collected were analyzed using different statistical techniques. When the data were analyzed using frequency counts and percentages, the hypotheses were analyzed through inferential statics such as

t-test, analysis's of covariance, Man-Whitney and Kruskal-Wallis. All the four hypotheses were rejected.

5.3 Conclusions

On the basis of the findings, it is concluded that:

1. guided inquiry method enhanced students' performance in Islamic studies more than the guided lecture method;
2. students taught through guided inquiry and guided lecture methods performed significantly better in Islamic Studies than those taught through traditional method;
3. gender has significant effects in students' performance in Islamic Studies because male students performed higher than their female counterparts; and
4. guided inquiry method had more influence on students' attitudes towards Islamic Studies than the guided lecture method.

5.4 Recommendations

On the basis of the findings and conclusions, it is hereby recommended that:

1. teachers of Islamic Studies in all secondary schools in Kano metropolis should adopt inquiry teaching situations more than the other methods considering the fact that it produces higher performance of students;
2. traditional lecture method in teaching Islamic Studies in all the secondary schools in Kano metropolis should be replaced with guided lecture method to enhance students' performance;
3. managers of education at the secondary level in Kano state should work towards giving motivation to female students to enable them achieve better; and
4. guided inquiry method needs to be adopted by teachers of Islamic Studies to enable them change their attitude positively towards the subject.

5.5 Suggestions for Further Studies

In view of the findings of this study, it is hereby suggested:

1. Study should be carried out in other parts of Kano state on the effects of inquiry and traditional methods of teaching on students' performance in Islamic Studies;
2. A study should be carried out on the effects of discussion and discovery methods on students' performance in Islamic Studies in secondary schools in Kano state; and
3. Similar study should be carried out in junior secondary schools in Kano metropolis.

5.6 Limitations of the Study

In view of the practical nature of the research, the research could not cover the entire secondary schools in Kano metropolis. Time was also a big barrier the researcher to cover the entire secondary schools in Kano metropolis.

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APPENDIX
INQUIRY LESSON PLAN I

1. Topic: Leadership
2. Level: SS III
3. Duration of Lesson: 35mins
4. Objectives: At the end of the lesson students should:
 - (a) comprehend the concepts of leadership
 - (b) recognize the meaning and what leadership entails
5. Reference Materials: Islamic Studies for Senior Secondary Schools by B. Aisha Lemu
6. Previous Knowledge: Students are already aware that leadership in Islam is important at all levels
7. Introduction: The teacher introduces the lesson by asking questions based on the previous knowledge in order to arouse the interest of students. Questions to be asked are as follows:
 - (i) Is leadership in Islam important at all levels?
 - (ii) Do adult persons have leadership responsibility?The teacher allows students to adequately respond to the questions and where they cannot respond adequately or correctly, she puts them in line.
8. Presentation/Classroom Activities:

Step I: The teacher asks students the following questions to stimulate them in their inquiry process:

 - (a) how does Islam perceive leadership?
 - (b) what does leadership entail in Islam?

Step II: The teacher guides the students to decide on how to find the answers to the questions through consulting different sources in form of textbooks, resource persons, etc. The teacher concludes the lesson by asking the students to research and find more information on the questions individually or in group for better understanding and present in the next class for discussion.

INQUIRY LESSON PLAN II

1. Topic: Sabr (Patience)
2. Level: SS III
3. Duration of Lesson: 35mins
4. Objectives: At the end of the lesson students should:
 - (a) comprehend the concept of Sabr (Patience)
 - (b) recognize the meaning of Sabr
 - (c) how the Prophet (SAW) demonstrated Sabr
5. Reference Materials: Islamic Studies for Senior Secondary Schools by B. Aisha Lemu
6. Previous Knowledge: Students are already conversant with illustrations of Sabr in the verses of Qur'an and Hadith
7. Introduction: The teacher introduces the lesson by asking questions based on the previous knowledge in order to arouse their interest. Questions to be asked are as follows:
 - (i) is Sabr illustrated in the verses of Qur'an?
 - (ii) is Sabr illustrated in the Hadith of Prophet (SAW)?The teacher allows students to adequately respond to the questions where they cannot respond adequately or correctly, she puts them in line.
8. Presentation/Classroom Activities:

Step I: The teacher asks students the following questions to stimulate them in their inquiry process:

 - (a) what is the meaning of Sabr?
 - (b) how did the Prophet (SAW) demonstrate Sabr?

Step II: The teacher guides the students to decide on how to find the answers to the questions through consulting different sources in form of textbooks, resource persons, etc.

Conclusion

The teacher concludes the lesson by asking the students to research and find more information on the questions individually or in group for better understanding and present in the next class for discussion.

INQUIRY LESSON PLAN III

1. Topic: Taqwa (God-consciousness)
2. Level: SS III
3. Duration of Lesson: 35mins
4. Objectives: At the end of the inquiry, students should:
 - (a) comprehend the concepts of Taqwa
 - (b) recognize the meaning of Taqwa
 - (c) how to attain Taqwa
 - (d) implications for Taqwa for the individual, family and society
5. Reference Materials: Islamic Studies for Senior Secondary Schools by B. Aisha Lemu
6. Previous Knowledge: Students are already aware of the meaning of righteousness, which is belief in the last Day, the Angels and Revelation, the Prophets, spending one's substance in the course of Allah
7. Introduction: The teacher introduces the lesson by asking questions based on the previous knowledge in order to arouse the interest of students. The question to ask is what is righteousness. The teacher allows students to adequately respond to the questions and where they cannot respond adequately or correctly, she puts them in line.
8. Presentation/Classroom Activities:
 - Step I:** The teacher asks students the following questions to stimulate them in their inquiry process:
 - (a) what is the meaning of Taqwa?
 - (b) how can a Muslim attain Taqwa?
 - (c) what are the implications' of Taqwa for individual, family and society?
 - Step II:** The teacher guides the students to decide on how to find answers to the questions through consulting different sources in form of textbooks, resource persons, etc.

Conclusion

The teacher concludes the lesson by asking the students to research and find more information on the questions individually or in group for better understanding and present in the next class for discussion.