

USE OF INSTRUCTIONAL MATERIALS FOR TEACHING-LEARNING OF ISLAMIC STUDIES IN SENIOR SECONDARY SCHOOLS IN KWARA STATE

BY

Owoyale-AbdulGaniy, Ibrahim Solahudeen Ph.D.: Faculty of Education, Al-Hikmah University Ilorin, Nigeria; E-mail: abukamilu@yahoo.com

Abstract

This study examined the use of instructional materials for teaching and learning of Islamic Studies in senior secondary schools in Kwara State. Descriptive Survey design was used for the study. Teachers and students of Islamic studies in senior secondary schools were purposive selected. Also, Simple random Sampling technique was used to select 60 teachers and 526 students of Islamic studies across the three senatorial districts in Kwara State as sample size for the study. The instrument used for data collection was a questionnaire developed by the researcher. Data collected were analyzed using t-test statistics. Two research questions were analyzed and one hypothesis was tested and rejected. Findings from the study revealed senior secondary school teachers and students of Islamic studies used instructional materials in teaching and learning in Kwara State. Based on the findings of the study, it was recommended that government in collaboration with stakeholders should ensure that teachers and students were given regular training and re-training on the use of modern instructional materials that would facilitate effective pedagogy.

Keywords: *Instructional materials, Islamic studies, Pedagogy*

Introduction

The significance of instructional materials to the teaching of Islamic Studies can never be underestimated. Instructional Materials greatly facilitate effective and efficient teaching and learning of Islamic Studies. Instructional materials to the human and non-human materials and facilities that can be used to ease, encourage, improve and promote teaching and learning activities. They are whatever materials used in the process of instruction to facilitate its effectiveness. They indicate a systematic way of designing, carrying out and employing the total process of learning and communication and employing human and non-human resources to bring out a more meaningful and effective instruction. Similarly, Remillard and Heck (2014) defined instructional materials as resources that organize and support instruction, such as textbooks, tasks and supplementary resources. Basssey (2002) described instructional materials media as system component that may be used as part of instructional process which are used to disseminate informative message and ideas or which make possible communication in the teaching-learning process. Experience over the years has shown that teachers have been depending on excessive use of words to express, convey ideas or facts in the teaching-learning process. This process is termed the 'chalk-talk' method. Today, advances in technology have made it possible to produce materials and devices that could be used to minimize the teachers' talking and at the same time, make the message clearer, more interesting and easier for the learner to assimilate (Onasanya, Adegbija, Olumorin and Daramola (2008).

The availability and use of instructional materials simplified the teaching and learning process. It enhanced effective and efficient teaching of Islamic studies. It is significant for teachers of Islamic studies to make an effective use of different types of instructional materials that are suitable and relevant to the pedagogy (Sulaiman, 2013). Also, it is worthy of note that for teaching and learning activities to be effective and purposeful, the teacher needs to use the instructional materials appropriately. The teacher must know the instructional materials that are available for teaching Islamic studies and be able to utilize them for achieving the educational objectives. This implies that the use of instructional materials is inevitable if effective teaching and learning must be achieved. It is said that one picture is equal to one thousand words. This agrees with the Chinese proverb that state: The thing which I hear, I may forget, the thing which I see, I may remember, the thing which I do, I cannot forget. When instructional materials are

properly used, they help to consolidate learning in the learner's mind. The use of instructional materials therefore, becomes very crucial in improving the overall quality of the teaching and learning experiences.

Statement of the Problem

It is pertinent to note that the teaching of Islamic Studies has greatly suffered in the hands of un-resourceful and unmotivated teachers, especially at the secondary schools level. Many teachers at this level feel that Islamic Studies lesson does not necessarily need to be accompanied by the uses of instructional materials. There has been general outcry of poor performance of learners in Islamic Studies in secondary schools in the state. This poor performance stems from the mere fact that there are inadequate instructional materials or resources that will facilitate the teaching of the basic concept of Islamic Studies (Kojo, 2006). The learning of Islamic Studies therefore appear very abstract and difficult for the learners as they used their sense only. It has been observed that Islamic studies teachers find a very herculean task to accompany their lesson with relevant instructional materials such as audio aids, visual aids, visual and audio-visual aids. This is perhaps due to lack of textbooks or resourcefulness or lack of innovativeness or gross incompetents of the teachers. Non-availability of instructional materials poses a great deal of problem for effective teaching and learning of Islamic Studies in senior secondary schools in Kwara State. This constitutes the gap, part of which the researcher intends to fill.

Purpose of the Study

The main purpose of this study was to investigate the availability and use of instructional materials for teaching-learning of Islamic Studies in Kwara State. Specifically, this study examined:

1. The availability of instructional materials for use for teaching Islamic Studies in Senior Secondary School in Kwara State.
2. The availability of instructional materials for use for learning Islamic Studies in Senior Secondary School in Kwara State.

Research Questions

The following research questions were answered in the course of this study:

1. What are the available instructional materials used for teaching Islamic Studies in Senior Secondary Schools in Kwara State?
2. What are the available instructional materials used for learning Islamic Studies in Senior Secondary Schools in Kwara State?

Research Hypothesis

The following hypotheses were tested in the course of this study:

Ho₁: There is no significant difference between the teachers' and students' use of instructional materials for teaching-learning of Islamic Studies in senior secondary schools in Kwara State

Literature Review

The Concept of Islamic Studies Curriculum

Islamic can be taught and learnt through Islamic Studies as a classroom subject in Nigeria. Islamic Studies is a form of religious education based on the teachings of Islam. It was introduced into the nation's educational policy in 1953. It is a component of moral and religious education. Its introduction was informed by its significant role in realising some of the national objectives contained in the National Policy on Education. The national policy cherishes and promotes, among other things, moral and spiritual values in interpersonal and human relations. Such values are clearly spelt out and emphasised in the various branches of Islamic Studies offered by students (Abdul-Rafiu, 2009).

Douglass (2000) noted that it is incumbent on Muslim community to educate its own members to pass along the heritage of Islamic knowledge, first and foremost through its primary sources "Holy *Qur'an* and the *Sunnah*" of the prophet Msohammad (SAW). This education might take place in mosques, schools or

universities and other organizations establish by Muslims. Similarly, Halstead (2004) explained that Islamic Studies is to know God as the unique Lord of the human and the world, to select Him as one's own Lord, to undertake His guidance and regulations, and to avoid what is contrary to them. According to this definition, education refers to the process of becoming divine. Three basic elements that are involved in this process: knowledge (of God as the Lord), choice (Choosing God as Lord), and action (undertaking god's Lordship throughout one's life). The content of senior secondary school Islamic Studies curriculum is divided into three major divisions each with three sub-divisions. The divisions and the sub-divisions are:

DIVISIONS**SUB-DIVISIONS**

1. **Hidaya (Guidance)** – i. The *Qur'an* ii. The *Hadith* iii. *Tahdhib* (Moral Education)
2. **Fiqh (Islamic Jurisprudence)** – i. *Tawhid* (Theology) ii. *Ibadat* (Worship)
 - iii. *Mu'amalat* (Human Transactions)
3. **Tarikh (Historical Development of Islam)** –
 - i. *Sirah* (Life of Prophet and the Leadership of the Four Orthodox Caliphs);
 - ii. The Spread of Islam to West Africa; and
 - iii. Contributions of Muslims to World Civilization.

Instructional Materials for the Teaching-Learning Islamic Studies

Instructional materials are indispensable in teaching-learning process of Islamic studies. Muhammad (2010) opined that, using any instructional material in teaching depends on the topic the teacher intends to teach in the class. He added that teacher is the central figure in the use of instructional materials in teaching and learning of Islamic studies. He therefore, concluded that there is need for teacher to have knowledge of the roles of these materials in the teaching and learning process; qualities of useful instructional materials and other issues related to instructional materials. Akambi (1998) observed that instructional materials described the variety of products of education that are designed specifically to fulfill the objectives of learning institution. This has to do with text books; chart, films, television, radio, computers and others. The application of instructional materials in education is highly essential for effectiveness besides helping students to comprehend retraining and recall concepts, principles or the theories. It also helps to acquire professional skills which is the main focus of education. Also, Bashir (2010) stressed that in teaching and learning of Islamic studies, the instructional materials depend upon the topic the teacher is going to teach the students. Instructional materials, or resources or teaching aids in this regards are set tools ranging from home such as kettle when teaching ablution to students, stones, or solids for dry ablution and host of others, audio-visual materials when teaching properly selected and used in teaching situation, can supply concrete bases for conceptual thinking.

It is pertinent to note that, the origin of instructional materials in Islam could be traced to the time of Prophet Muhammad (S.A.W) and the early mission of Islam. The available learning resources during this period are: the scribes, flat bones, leaves of date - palm and bark of trees. As soon as a passage of the Holy *Qur'an* revealed, Prophet Muhammad (S.A.W) would memorize it and then communicate it to his companions who would do the same. At the same time, he would dictate the revelation to some of his scribes who would write it down on these available materials this way all the portions of the *Qur'an* that were revealed were written down and put together in one place. These served as the electronic or mechanical means of arresting, processing or restructuring visual or verbal information then. This is why the educational technologists traced the history of technology to this period which they referred to as stone-age. The stones were, used as matches, flat bones, stones, date-palm, leather and bark of trees formed the instructional materials for the study and memorization of the *Qur'an* then instead of lap-tops, computer, radio, projected media which are now available. After the death of Prophet Muhammad (S.A.W) there was advancement in the availability of writing material and therefore, during the *Khulafau Rashidun* it was possible to put the word of Allah (*Qur'an*) into a book form compilation.

Relevant Studies on the Use of Instructional Materials in the Teaching and Learning Process

Several studies had been carried out on the use of instructional materials for teaching and learning process in education. Hassan (2011) conducted a study on the effect of teacher-made instructional materials on the performance of Islamic studies students in senior secondary schools in Zaria Local Government Area of Kaduna State. Among the objectives of the study include: to investigate the impact of a teacher –made instructional materials on the performance of Islamic studies students of senior secondary schools in Zaria and to find out the significance or otherwise of a teacher-made instructional materials. The sample of 100 SSII subjects were randomly selected, pre tested and categorized and into experimental and control groups. The subjects in the experimental group were taught Islamic studies using teacher-made instructional materials while those in the control group were taught without it. Pre-test and post-test data were analyzed to determine the group equivalent and achievement abilities of the students in the experimental and control groups. Two hypotheses were tested using t-test statistics with the following major findings: about 42% of the schools that offer Islamic studies with Teacher-made instructional materials teacher-made instructional performed better than those taught without teacher-made instructional materials.

Similarly, Abas (2000) conducted a study on the problems affecting the teaching of Islamic studies in some selected secondary schools in Katsina metropolitans. The focus of this study is to find out the challenges that are affecting the process of Islamic studies. The population for the study comprised of Islamic studies teachers and students. Four research questions and four hypotheses were used for the study and a questionnaire was used for data collection. Results of the major findings revealed that there was lack of enough qualified teachers of Islamic studies in schools, lack of support from parents, lack of interest of the subject by the students and lack of instructional materials. The study made the following recommendations that enough and qualified Islamic studies teachers should be recruited and posted to schools in the state; that parents should support their ward in the pursue of western and Islamic education; that instructional materials should be provided to the schools in the state, teachers also from their side should make a kind of improvisation, since instructional materials facilitated positively in teaching and learning; that the supervisors from the state ministry of education and Islamic education department should redouble their effort in order to make teaching and learning effectively in the schools of the state.

Stephen and Isaac (2013) investigated the influence of instructional materials (teaching aids) on students' academic performance in senior secondary school Chemistry in Cross River State. A two group pre-test post test quasi-experimental design was adopted for the study. One research question and one hypothesis were formulated to guide the study. A total of 100 senior secondary one (SS1) Chemistry students were selected from five (5) Schools in Yakuur Local Government Area of Cross River State through simple random sampling and stratified random sampling techniques. Fifty SSI students (Experimental group) were taught with instructional materials and another forty (Control group) were taught without instructional materials. A validated Chemistry Achievement Test (CAT) was used to gather data for the study and a split-half was carried out using the Pearson product moment correlation to obtain a reliability coefficient of 0.67. Independent t-test was used to test the hypothesis at 0.05 significant level while the Pearson product moment correlation coefficient at that level was used to analyse the research questions. The study revealed that students taught with instructional materials performed significantly better than those taught without instructional materials and also that the use of instructional materials generally improved students' understanding of concepts and led to high academic achievements. They further recommended the use of instructional materials in teaching-learning chemistry to improve academic performance of chemistry students.

Sulaiman (2013) carried out a study on the use of instructional materials for effective learning of Islamic studies. He investigates the Islamic point of view on instructional materials in the teaching/Learning process. The methodology employed in this study was derived from books, journals, archives, newspapers, reports, internet, the Holy Qur'an and Ahadith. The paper revealed that teaching/learning

with instructional aids is not a new phenomenon in Islam, it has been traced to the Prophet of Islam who used Instructional materials at several occasions in the process of imparting knowledge to his followers. It also discovered that, Instructional technology or instructional media is introduced in to Nigerian Educational system with a view of promoting effective teaching/learning. It recommended that, Islamic Studies teachers need to select or improvise suitable Instructional materials or aids to facilitate teaching/learning and motivate their students.

Dhakal (2017) examined the availability and utilization of instructional materials in Geography teaching in community secondary schools in Kathmandu district, Nepal. There are altogether sixteen community secondary schools offering geography as an optional subject. Out of sixteen secondary schools offering geography as an optional subject eight schools are selected for the study on the basis of random sampling. The sample for this study comprised of one hundred seventy four students from selected secondary schools. The survey and observation are used for primary data collection. The data are analyzed using percentage. The results reveal that printed and graphic instructional materials for teaching geography in secondary schools are available and their utilization is of high extent while audio, visual and audio-visual instructional materials for teaching geography are not available sufficiently and they are used less often in the classrooms for teaching geography. The local materials are rarely utilized in schools by the teachers. All stakeholders in education must rise to the challenges of making instructional materials are available and utilized in secondary schools.

Ogaga, Igori and Egbodo (2016) investigated the effect of instructional materials on the teaching and learning of social studies in secondary schools in Oju local government area of Benue State. The research was guided with four purposes, four research questions and hypothesis. Survey design was adopted and both students and teachers constituted the population for study. A sample of hundred subjects was drawn from five schools and was administered questionnaires. Data collected was analyzed using simple percentage (%) for research question and chi square for hypothesis. However, the four hypothesis were tested at 0.05 level of significance and were all rejected. The study revealed the selection of relevant instructional materials, availability and ability of the teacher to improve all had significant relationship with the teaching and learning of social studies in Oju local government area. The research recommends among others that government schools should ensure the provision of instructional materials in secondary schools.

Methodology

This study is a descriptive survey research. Rasaan (2000) defined descriptive survey research as study which involves an investigation on the entire population of the people or items by collecting data from samples drawn from population and assuming that these samples are representative of the entire population. The researcher selected 60 teachers and 526 students of Islamic studies across the three senatorial districts (Kwara Central, Kwara North and Kwara South Senatorial Districts) as sample of the study. Simple random sampling technique was used to select twenty (10) schools that participated in the study from each of the senatorial district while both teachers and SS1 students of Islamic studies were purposively selected.

Results

Research Question One

Research Question 1: What are the available instructional materials used for teaching Islamic Studies in Senior Secondary Schools in Kwara State?

In order to answer research question 1, responses of the respondents (teachers of Islamic Studies) to availability of instructional materials items were collated and summed up. The items were measured on a 2-point Likert scale of Not Available and Available.

Table 1: Availability of Instructional Materials for Teaching Islamic Studies in Senior Secondary Schools in Kwara State

Instructional Materials	Not Available	Available	Inferences
DVD Player	6 (24%)	54 (76%)	A
Interactive White Board		60 (100%)	A
MP3 Player	55(80%)	5(20%)	NA
Multimedia Projector	4 (16%)	56 (84%)	A
Photocopier		60 (100%)	A
Radio		60 (100%)	A
Smart phones	1(4%)	59 (96%)	A
Subject software to serve as teaching aid		60(100%)	A
Television		60(100%)	A
Textbooks	3(12%)	57 (88%)	A
Cumulative	4 (16%)	56 (84%)	A

Table 4 shows that 25 respondents agreed (100%) that the following instructional materials are available in schools to teach Islamic studies: Interactive White Board 60 (100%), Photocopier 60 (100%), Radio 60 (100%), Subject software to serve as teaching aid 60 (100%) and Television 60 (100%) were instructional materials available to teach Islamic Studies in senior secondary schools in Kwara State. There are some other instructional materials that are available in different degrees. Among these are: DVD player 54 (76%), Multimedia projector 56 (84%), Smart phones 59 (96%) and Textbooks 57 (88%). Conversely, the table also reveals that 55 (80%) MP3 players were the only instructional materials that were not available to teach Islamic Studies in senior secondary schools in Kwara State. Based on the results in table 4, it can be deduced that 56 (84%) of the respondents (teachers of Islamic Studies) observed that instructional materials for teaching Islamic Studies in Senior Secondary Schools in Kwara State were available.

Research Question 2: *What are the available instructional materials used for learning of Islamic Studies in Senior Secondary Schools in Kwara State?*

In order to answer research question 2, responses of the respondents (Students of Islamic Studies) to the use of instructional materials items were collated and summed up. The items were measured on a 4-point Likert scale of Not at All Used, Sometimes Used, Frequently Used and Very Frequently Used.

Table 2: Availability of Instructional Materials used for Learning Islamic Studies in Senior Secondary Schools in Kwara State

Instructional Materials	Not Used	Used	Inferences
DVD Player	25 (7.7%)	501 (92.3%)	U
Writing materials (Biro, pencils pen)		526 (100%)	U
MP3 Player		526(100%)	U
Notebooks	4 (1.2%)	522 (98.8%)	U
Drawing Books	499 (91.7%)	27 (8.3%)	N U
Radio		526 (100%)	U
Smart phones	35(10.7%)	491 (89.3%)	U
Subject software to serve as learning aid	515(96.6%)	11(3.4%)	U
Television		526(100%)	NU
Textbooks	3(0.9%)	523 (99.1%)	U
Cumulative	11 (5.1%)	515 (94.9%)	U

Table 5 shows that 526 respondents agreed (100%) that the following instructional materials are available in schools to learn Islamic studies: Writing materials (Biro, pencils pen) 526 (100%), MP3 Player 526 (100%), Radio 526 (100%) and Television 526 (100%) were instructional materials used to learn Islamic

Studies in senior secondary schools in Kwara State. There are some other instructional materials that are used in different degrees. Among these are: DVD player 501 (92.3%), Notebooks 522 (98.8%), Smart phones 491(89.3%) and Textbooks 523 (99.1%). Conversely, the table also reveals that 499 (91.7%) Drawing Books and Subject software to serve as learning aids were not used for learning of Islamic Studies in senior secondary schools in Kwara State. Based on the results in table 2, it can be deduced that 515 (94.8%) of the respondents (Students of Islamic Studies) observed that instructional materials for learning Islamic Studies in Senior Secondary Schools in Kwara State were available and used.

Discussion of Findings

The findings of the study revealed that six of the instructional materials (Interactive White Board, Photocopier, Radio, Subject software to serve as teaching aid and Television) were used to teach Islamic Studies in senior secondary schools in Ilorin West Local Government of Kwara State while four of the instructional materials (DVD player, Notebooks, Smart phones and Textbooks 323) were used in different degrees. However, MP3 player was the only instructional material that was not used. This finding supported the submission of Hassan (2011), Sulaiman (2013) and Dhakal (2017) that teachers of Islamic studies used instructional materials to teach but contradicted Ogaga, Igori and Egbodo (2016) and Abas (2000) submission that Nigerian teachers had no access to a wide variety of instructional materials to teach. Also, most of the schools have instructional materials for teaching Islamic studies in Ilorin West, Kwara State except MP3 player which is not used. particularly, Kwara state through the government, development partners, both international and local Non-governmental Organisations (NGOs) and private corporations. This implied that, out of all the instructional materials reviewed for teaching in this study, MP3 player was the only instructional material that was not available for teaching senior secondary schools Islamic studies in Ilorin West, Kwara State.

Writing materials (Biro, pencils pen), MP3 Player, Radio and Television were instructional materials frequently used to learn Islamic Studies in senior secondary schools in Ilorin West Local Government of Kwara State. Meanwhile, two of the instructional materials (Drawing Books and Subject software to serve as learning aids) were not used at all, another four (DVD player, Notebooks, Smart phones and Textbooks) were also not used in different degrees. This finding supported the submission of Stephen and Isaac (2013) and Hassan (2011) whose findings revealed that students learnt using instructional materials perform significantly compare to those that learnt without instructional materials.

Conclusions

This study examined the use of instructional materials for teaching and learning of Islamic studies in senior secondary school in Kwara State, Nigeria. It was concluded that Interactive White Board, Photocopier, Radio, Subject software to serve as teaching aid and Television were available and frequently used instructional materials to teach Islamic Studies in Kwara state. Meanwhile, four of the instructional materials (DVD player, Notebooks, Smart phones and Textbooks) were used in different degrees. While MP3 player was the only instructional material that was not used to teach Islamic studies. Similarly, Writing materials (Biro, pencils pen), MP3 Player, Radio and Television were instructional materials frequently used to learn Islamic Studies in senior secondary schools in Kwara State. Meanwhile, two of the instructional materials (Drawing Books and Subject software to serve as learning aids) were not used at all, another four (DVD player, Notebooks, Smart phones and Textbooks) were also not used in different degrees. Also, it was further concluded that students significantly used instructional materials to learn Islamic studies than the extent to which their teachers used the instructional materials to teach.

Recommendation

The following recommendations were based on the findings of the study:

1. Teachers of Islamic studies should be mandated to use instructional materials to teach.
2. The teachers, whether trained or not, should review their methods of teaching to integrate the use of instructional materials to teach so as to enhance qualitative and quantitative teaching and learning.

3. The schools should give adequate training to students on how to integrate instructional materials in learning of Islamic Studies.
4. The state government should organize seminars, workshops and conferences on the significant of using instructional materials for effective teaching and learning of Islamic Studies and all other teaching subjects.

References

- Abbas, U. (2000). *Problem affecting teaching of Islamic Studies in some selected schools Katsina metropolitans*; Post Graduate Diploma in Education. Federal College of Education, Kano.
- Abdur-Rafiu, J. (2009). *Secondary school teachers and students' attitudes towards Arabic and Islamic studies curriculum in Irepo, Oyo State, Nigeria*. M. Ed Dissertation submitted to Department of Arts Education, University of Ilorin, Ilorin, Nigeria.
- Adeyanju, J. (1997). Production of chip instructional materials for the 6-3-3-4 system of education with emphasis on the first six years. *Trend and Research in Educational Technology*, 6, 4, 45-53.
- Bashir, Y. (2010). *The Use of Instructional Materials in Schools*. Ibadan: Ashman Publishers
- Bassey, M. (2002). *Availabilty of resources for the teaching of science subjects in public secondary schools*. A case Study of Some Selected Secondary schools in Alimosho Local Government
- Dhakal, K. R. (2017). Availability and utilization of instructional materials in teaching Geography in secondary schools. *Journal of Geography*, 3, 17, 51-58
- Douglass, S. L. (2000). *Teaching about Religion in National and State*. Retrieved from [http:// teaching-about-religion-in-national-and-state](http://teaching-about-religion-in-national-and-state).
- Federal Ministry of Education. (2010). *Educational Resource Centre: Report on "The State of Junior Secondary School Examination; Federal Ministry of Education"* Document 2010.
- Halstead, J. M. (2004). An Islamic concept of educational. *International Journal of Educational Research*. 7, 517-529
- Hassan, B. (2011). *Effect of Teacher-made Instructional materials on the performance of Islamic Studies in Senior Secondary schools in Zaria local government area of Kaduna State*; An Unpublished PDGE Project NTI.
- Muhammad, K. (2010). *The Use of Instructional Materials in Schools*. Kano: Guest publishers
- Okendu, J. (2012). The Influence of instructional process and supervision on academic performance of secondary school students in River state, Nigeria. *Journal of Academic Research International*, 2, 3-7
- Okobia, E. (2011). Availability and teachers' use of instructional materials and resources in the implementation of Social studies in junior secondary schools in Edo state, Nigeria. *Review of European Studies Journal*, 3, 3-9
- Onasanya, S. M., Adegbija, C., Olumorin, T and Daramola, F. (2008). *Education reforms and assessment of teachers' competence in instructional media technology use in junior secondary schools in Kwara State*. In: Education reforms in Nigeria-past, present and future.
- Rasaq, B. (2000). *Research methods and statistical analysis*. Ilorin: Haste Press
- Sulaiman, K.O. (2013). The use of instructional materials for effective learning of Islamic Studies. *Jihat al- Islam Journal of Islamic Studies*, University of the Punjab, Lahore, 6, 2, 88-96.