

EFFECT OF DEMONSTRATION METHOD ON ACADEMIC PERFORMANCE OF UPPER BASIC STUDENTS OF ISLAMIC STUDIES, ILORIN, KWARA STATE, NIGERIA

BY

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Abstract

This study examined the effect of demonstration method on academic performance of Upper Basic students of Islamic studies, Ilorin, Kwara State, Nigeria. The study was a quasi-experimental research. The population for the study was all Upper Basic students in Ilorin. The sample of this study was taken from two selected Upper Basic school in Ilorin. Purposive sampling technique was used to select sixty (60) Upper Basic students of Islamic studies for the study; thirty (30) students for experimental group and thirty (30) for control group respectively. The instrument used in this study was an achievement test titled Ablution Assessment Test (AAT) that contained twenty (20) multiple choice questions. Three research questions were raised for this study and were answered using percentage. Test re-test form of reliability was used to check the instrument and only ten (10) students participated in this study i.e. five (5) students were selected for experimental group and five (5) students were equally selected for control group respectively. Man Whitney Test was used to determine the reliability index and it was calculated to be 1 whereas the critical U value is 2. Independent T-test statistical tool was used to analyse the difference between the performances of the two groups. 2.27 and 1.63 mean scores were recorded for experimental group and control group respectively. The calculated t-value was 3.084 and critical t-value was 2.000. The findings of the study revealed that students who were taught using demonstration method of teaching performed better in Islamic studies than those taught using conventional lecture method of teaching. It was therefore recommended in this study that upper basic teachers of Islamic studies should be encouraged to apply demonstration method of teaching in the classroom.

Key words: *Demonstration, Method of teaching, Islamic studies, experimental group, control group, Upper basic*

Introduction

The objective of education all over the world is to produce human and material resources required to tackle present and future challenges in education system (Dike, 2014). Teaching is the tool directly used in disseminating educative information to the learners. According to Iornem (2016), teaching is the process of writing, reading, explaining, illustrating, dramatising, assessing, rewarding, punishing and appreciation in order to help learners acquire some skills or change some attitudes. The type of method adopted by the teachers has an indispensable influence on the learners' comprehension and understanding of the lesson. To achieve the objective of education, teachers need to utilise appropriate method to teach the learners (Ai, 2021). Teaching and learning process will be highly effective, if the teaching is handled by the teachers who can apply appropriate teaching methods during the teaching-learning process and thereby durable, functional and application-oriented learning outcomes in education system will be achieved (Raba, 2017).

Sanda and Mazila (2017) stated that teaching methods are strategically setups by teachers to engage learners meaningfully in the classrooms. They further observed that, teaching method is the overall procedure, in which the process of teaching and learning are planned, organized and performed to achieve already set goals in education. In the same vein, Auwal (2013) noted that teaching method involves the

teachers' skills and strategy to manipulate things on the subject matter and the learning situations in order to get positive and expected response from the learners and to make the knowledge retained perfectly in their memory. Teaching method is the series of activities that are systematically planned and executed in the class to enable the students receive direct practical information that will be easily retained and recalled to tackle subsequent academic challenges.

It is pertinent to note that there are numerous methods of teaching in education. The selection of effective method of teaching is meaningless when the teacher lacks the knowledge of proper application of that method of teaching that can enhance the achievement of the teaching and learning objectives. Perhaps, one of the notable effective teaching methods is demonstration method. Demonstration method is a method used in teaching that involves displaying and illustrating of ideas, rules, sequential occurrence of things, issues, concepts and the host of others through facial expression, gestures, postures and body movement in order to fully engage the learners in the task (Hussain, 2020). Ai (2021) submitted that demonstration method is a method of teaching by illustrating steps contained in the lesson, or using direct practical demonstration displaying through information and communication technology tools in accordance with the subject or material being prepared.

According to Beishuizen, Putten, Bouwmeester and Asscher (2001) demonstration method enhances students' direct participation in classroom, creates effective parallel discussion, brings about active learning, promotes practical-based learning, strengthens students learning and skills from seeing and doing. Furthermore, demonstration method of teaching allows students to participate fully and contribute their own quota of views based on the level of understanding and above all it creates good rapport in the classroom between the teachers and the learners. Learning Islamic studies is essential for every Muslim student at all levels of education because it is a gate way to having substantial knowledge of Islam and its teachings. The subject is designed to build good characters in Muslim students and to make them become productive members of the society (Mustafa & Salim, 2012). The significance of Islamic studies in the life of Muslim students can never be overestimated because its teachings are divine in nature. Islamic studies is a subject that lays emphasis on all aspects of knowledge, practice, appreciation and culture which in turn provide learners basic knowledge of Al-Quran, Hadith (Prophet Muhammad's sayings), *Fiqh* (Jurisprudence), *Al-Aqidah* (theology), the Islamic civilization and Islamic morals (Mustaffa & Rashid, 2019).

Empirical Review on the Use of Demonstration Methods of Teaching

Ai (2021) researched on the effect of using demonstration method on students' skills practicing *Wudhu* (Ablution). Twenty eight (28) second-grade students from Al-Fauzaniyyah were used as respondents in the study. Qualitative and quantitative methods of approaches were adopted in the study and the finding of the study revealed that demonstration method has positive effect on students' skill in practicing *Wudhu* (Ablution). In the same vein, Hussain (2020) worked on effectiveness of demonstration method to teach the abstract concepts to the children between the age of six to ten. Thirty (30) pupils of age between six and ten from Government Primary school were used in the study. The data was collected through observation, record and repetitive demonstration during both pre-test and post-test stages. Percentage and graph were used to analyse the data. The findings of the study revealed that there is significant increase in positive achievement of the pupils while using demonstration method of teaching.

Likewise, Lupapa and Aubriel (2020) carried out research on the impact of demonstration learning students' understanding of preparation of salts. Eleven (11) students were randomly selected for the study. Descriptive statistics and t-test were used to analyse the data. The study revealed that demonstration method has significant impact on the students' understanding of preparation of salts. In relation to the afore-cited Daluba (2013) also worked on the effect of demonstration method of teaching on students' achievement in Agricultural Science. A quasi-experimental research design was used. Purposive random

sampling technique was used to select 480 senior secondary school students for the study. The instrument was a 30-item Agricultural Science Achievement Test (ASAT) was used to generate data and mean, standard deviation and analysis of Covariance were used to analyse the data. The study revealed that students taught using demonstration method achieved higher than those taught using conventional lecture method of teaching.

Statement of the Problem

Application of effective teaching method enhances academic performance of students. It has been observed by Arikewuyo,(1999); Jimoh (1999) & Marakinyo, (2003) that teaching and learning of Islamic studies at secondary schools is facing multi-dimensional problems in Nigeria which result to decline in the academic performance of students in both internal and external examinations. The problems are therefore attributed to numerous factors among which is the fact that students do not properly comprehend some concepts being taught to them by their teachers due to the ineffective methods adopted by the Islamic studies teachers (Ai, 2021; Hussein, 2020; Audi and Hassan, 2019; Yoloeye, 2008 & Marakinyo, 2003). The present research investigated the effect of demonstration method on academic performance of Upper Basic students of Islamic studies, Ilorin, Kwara state, Nigeria. This is the gap in knowledge part of which the researcher intends to fill.

Purpose of the study

The main purpose of this study was to investigate the effect of demonstration method on the academic performance of Upper Basic students of Islamic studies in Ilorin, Nigeria. Specifically, the study examined:

1. The performance of Upper Basic students of Islamic students taught using demonstration method.
2. The performance of Upper Basic students of Islamic students taught using conventional lecture method.
3. The difference between the academic performance of Upper Basic students of Islamic studies taught using demonstration method and those taught using conventional method of teaching.

Research Questions

The following question was raised to guide this study:

1. What is the academic performance of Upper Basic students of Islamic studies taught using demonstration method?
2. What is the academic performance of Upper Basic students of Islamic studies taught using conventional lecture method?
3. Is there any difference between the academic performance Upper Basic students of Islamic studies of Islamic studies taught using demonstration method and those taught using conventional method of teaching?

Research Hypothesis

The following null hypothesis was tested in the course of this study:

H₀₁: there is no significant difference between the performance of Upper Basic students of Islamic studies taught using demonstration method and those taught using conventional method of teaching.

Methodology

The research design for this study is quasi-experimental research design. Quasi-experimental research design deems fit for the study because it determines causal relationships between two variables. The population for this study comprised all Upper Basic students in Ilorin. The target population for this study was all Upper Basic students of Islamic studies in Ilorin. Purposive sampling technique was adopted to select sixty (60) Upper Basic students of Islamic studies in Ilorin. Thirty (30) Upper Basic students of Islamic studies were selected for experimental group and thirty (30) for control group respectively. The

instrument used for this study was an achievement test tagged Ablution Achievement Test (AAT) containing twenty (20) items. Twenty multiple choice questions were administered to Upper Basic students of Islamic students in experimental group and control group to choose from options A-D to ascertain the difference the students' academic performance. Researcher went to selected schools and taught the students sampled to represent experimental group ablution (*al-Wudhu*) using demonstration method and control group using conventional lecture method for a period of six (6) weeks.

Three experts from the department of Arts and Social Sciences Education (Islamic Studies Unit) and two experts in Test and Measurement were used for both face and content validity of the instrument. This was done to determine the appropriateness of the questions or otherwise and to ensure that the instrument measure what is expected to measure for the purpose of research. Therefore, a pilot test was done to determine the reliability of the instrument within an interval of two weeks. Prior to the commencement of the treatment, researcher administered pre-test to five (5) Upper Basic students of Islamic studies who represented experimental group and five (5) Upper Basic students of Islamic studies who represented control group. These ten (10) selected students were not among the original participants. After two weeks interval, the researcher went back and to teach the same set of students using the same method. The results obtained from the two tests were analysed using Man Whitney Test and the result of calculated U value was 1 when the critical U value is 2. Descriptive statistical tool was used to analyse demographic data of the respondents while independent t-test was used to analyse the hypothesis at 0.05 level of significance.

Results

Research Question 1: what is the academic performance of Upper Basic students of Islamic studies taught using demonstration method?

Table 1: The academic performance of Upper Basic students of Islamic studies taught using demonstration method

| Students' Performance | Experimental Group | Percentage % |
|-----------------------|--------------------|--------------|
| Passed | 25 | 83.3% |
| Failed | 5 | 16.7% |
| Total | 30 | 100% |

Table 1 shows that out of thirty (30) Upper Basic students of Islamic studies selected for experimental group, 25 which is 83.3% passed the test while five (5) which is 16.7% failed the test.

Research Question 2: What is the academic performance of Upper Basic students of Islamic studies taught using conventional method?

Table 2: The academic performance of Upper Basic students of Islamic studies taught using conventional lecture method

| Students' Performance | Control Group | Percentage % |
|-----------------------|---------------|--------------|
| Passed | 13 | 43.3 |
| Failed | 17 | 56.7 |
| Total | 30 | 100 |

Table 2 shows that out of thirty (30) Upper Basic students of Islamic studies selected for control group, thirteen (13) which is 43.3% passed the test while seventeen (17) which is 56.7% failed the test.

Research Question 3: what is the academic difference between the academic performance of Upper Basic students of Islamic studies taught using demonstration method and those taught using conventional method?

Table 3: The difference between the academic performance of Islamic studies students taught using demonstration method and those taught using conventional method of teaching

| Students' Performance | Experimental Group | Percentage % | Control Group | Percentage % |
|-----------------------|--------------------|--------------|---------------|--------------|
| Passed | 25 | 83.3 | 13 | 43.3 |
| Failed | 5 | 16.7 | 17 | 56.7 |
| Total | 30 | 100 | 30 | 100 |

Table 3 above shows that out of thirty (30) students in experimental group, 25 which 83.3% passed the test while only five (5) which is 16.7% failed it. Likewise in the control group out of thirty (30) students did the test thirteen 13 which is 43.3% did well while seventeen 17 students failed which is 56.7%.

Hypothesis: There is no significant difference between the academic performance of Upper Basic students of Islamic studies taught using demonstration method and those taught using conventional method of teaching.

Table 4: t-test analysis on the effect of demonstration method on the academic performance Upper Basic students of Islamic studies in Ilorin, Kwara Sate

| Groups | N | Mean | SD | Mean Difference | Df | α | T cal. | T cri. | P-value | Decision |
|--------------|----|------|------|-----------------|----|----------|--------|--------|---------|----------|
| Experimental | 30 | 2.27 | 0.74 | 0.64 | 58 | 0.05 | 3.084 | 2.000 | 000 | Rejected |
| Control | 30 | 1.63 | 0.63 | | | | | | | |

Calculated $p < 2.000$ at $df 58$

The mean performance of male and female students in experimental and control groups are 2.27 and 1.63 respectively and the mean difference is 0.64. The outcome of t-test showed that there is significant difference between the academic performance of Upper Basic II students of Islamic studies taught using demonstration method and those taught using conventional lecture method in Ilorin, Kwara Sate. This is because the calculated t-value of 3.084 at df 58 is greater than critical t-value of 2.000. Thereby the null hypothesis which stated that there is no significant difference between the academic performance of Upper Basic students of Islamic studies taught using demonstration method and those taught using conventional method in Ilorin is hereby rejected.

Discussion

One hypothesis was tested in this study to determine the significant difference between the academic performance of Upper Basic students of Islamic studies taught using demonstration method and those taught using conventional method, Ilorin, Kwara State, Nigeria. The independent t-test result showed that there is a significant difference in the performance of Upper Basic students of Islamic studies taught using demonstration method and those taught using conventional lecture method. The finding is in agreement with the finding of Daluba (2013) whose findings reported that students taught using demonstration method performed better in Agricultural Science than those students taught using conventional lecture

method. The finding of this study is also in accordance with the submissions of Ai (2021) who reported that using demonstration method to teach ablution (*Wudhu*) enhances students' understanding on how to perform ablution (*Wudhu*).

Conclusion

This study examined the effect of demonstration method on academic performance of upper basic students of Islamic Studies in Ilorin, Kwara State, Nigeria. It was concluded that Upper Basic students of Islamic studies taught using demonstration method significantly performed better than those taught using conventional lecture method.

Recommendations

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

- (1) Upper Basic schools' teachers of Islamic studies should be adequately trained on how to use demonstration method to teach Islamic studies.
- (2) Upper Basic students of Islamic studies should be encouraged to comply with their teachers whenever demonstration method is being used in the class.
- (3) Kwara State Universal Basic Education Board should train and re-train teachers on the effective use of demonstration method of teaching.
- (4) Parents of Upper Basic students of Islamic studies should endeavor to provide for their wards all necessary materials that might be needed in the school for learning using demonstration method.

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