

Quantifying The Influence Of Pedagogical Approaches On Student Achievement In Lagos State, Nigeria

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Abstract—This study investigates the relationship between teachers' quality and the academic performance of junior secondary school students in Islamic Studies. Conducted in Oshodi-Isolo Local Government Area, Lagos State, 90 students were randomly assigned to three groups, each taught using one of the methods. Pre-tests and post-tests were administered to assess student performance. Statistical analysis was conducted using t-tests and regression models in SPSS. The results indicated no significant difference between the methods, with significance levels above 0.05, suggesting that no single method consistently outperforms the others in terms of improving student performance. The study concludes that teachers should adapt their methods to the needs of the students and the nature of the subject matter to maximize effectiveness.

Keyword—Education; Teaching Methods; Islamic Studies; Academic Performance; Lecture Method, Demonstration and Presentation

1. Introduction

The search for knowledge has been central to Islamic teachings, as evidenced by the first revelation to Prophet Muhammad (PBUH), "Iqra" (meaning "Read"). Islamic Studies plays a crucial role in conveying religious and moral teachings. However, in contemporary Nigeria, the quality of Islamic Studies teaching is increasingly based on professional qualifications and skills. Islamic Studies teachers are expected to possess qualifications such as NCE, B.Ed., and PGDE to ensure effective delivery of content (Adebayo, 2007). Despite this, the performance of students in Islamic Studies, as recorded by WAEC and NECO, has been declining (WAEC, 2018; NECO, 2017). This study seeks to explore the correlation between Islamic Studies teachers' quality and students' academic performance in Lagos State.

Statement of the Problem

Islamic Studies is essential for imparting knowledge about Islam, yet students' academic performance in this subject is consistently poor.

This issue has raised concerns among stakeholders, including parents, teachers, and education authorities. Furthermore, many schools in Lagos State lack modern teaching tools, which has negatively impacted students' ability to learn (Onasanya, 2002). This study aims to investigate the relationship between teaching methods employed by Islamic Studies teachers and student performance.

Hypotheses

H01: There is no significant difference in the performance of students taught through the lecture method compared to those taught through the demonstration method.

H02: There is no significant difference in the performance of students taught through the presentation method compared to those taught through the demonstration method.

H03: There is no significant difference in the performance of students taught through the lecture method compared to those taught through the presentation method.

2. Literature Review

Teaching Method

Teaching methods play a pivotal role in shaping students' learning outcomes. Lecture, demonstration, and presentation methods are among the most common strategies employed by educators to convey knowledge. The lecture method, characterized by teacher-centered instruction, allows educators to present information directly to students. This method, though widely used, has been criticized for its passive learning approach, as students often have limited interaction during lectures (Smith, 2016). On the other hand, the demonstration method involves a more practical, hands-on approach where students can visualize and understand concepts better by observing real-life applications of theoretical content (Gagne, 2009). Demonstration is particularly beneficial for subjects requiring step-by-step instruction, as it engages students in active learning and enhances retention.

Presentation methods, which often incorporate multimedia and interactive content, stimulate student interest by making lessons more dynamic and visually engaging. Research has shown that using diverse methods caters to different learning styles, improving comprehension and fostering a deeper understanding of subjects (Westwood, 2008). Teachers are thus encouraged to select teaching methods that align with the nature of the topic and the needs of their students to enhance academic performance.

Islamic Studies

Islamic Studies is a multifaceted discipline that covers a wide range of topics, including the history of Islam, jurisprudence, ethics, and spirituality. It is not only concerned with the transmission of religious knowledge but also with the formation of moral character and the understanding of Islamic values.

Oloyede and Salisu (2015) emphasize that Islamic Studies, by virtue of its content, demands teaching methods that go beyond the traditional lecture format, incorporating elements that engage students in reflection and critical thinking. Islamic education in Nigeria has long been rooted in traditional Quranic schools, but the modern education system has introduced new challenges, especially in integrating Islamic Studies into the broader curriculum (Adebayo, 2007). The effective teaching of Islamic Studies, therefore, requires teachers who are not only knowledgeable in the subject matter but also skilled in using various pedagogical techniques to make the subject relevant and accessible to students. The quality of instruction in Islamic Studies is crucial for nurturing students' understanding of the religion and its practices, which can contribute significantly to their overall academic and spiritual development.

Student Academic Performance

Student academic performance is affected by various factors, including the quality of teaching, instructional resources, classroom atmosphere, and students' intrinsic motivation. Effective pedagogical methods, along with a supportive learning atmosphere, can markedly improve students' academic performance (Westwood, 2008). Studies suggest that active engagement in the learning process, facilitated by interactive teaching methods, positively affects student performance (Marzano, 2010).

Additionally, students perform better when teachers employ differentiated instruction, allowing them to engage with material in ways that suit their learning preferences (Tomlinson, 2001). In the context of Islamic Studies, the academic performance of students is directly tied to the teacher's ability to make the subject matter meaningful and engaging. The use of various instructional strategies, such as integrating real-world examples and utilizing multimedia, can deepen students' understanding and improve retention. Furthermore, regular assessments and feedback provide students with a clear understanding of their progress, helping them to identify areas for improvement and motivating them to strive for better academic results.

3. Methodology

This study adopted an experimental research design to assess the impact of different teaching methods on students' academic performance in Islamic Studies.

A sample of 90 junior secondary school students from three public secondary schools in Oshodi-Isolo Local Government, Lagos State, was selected using simple random sampling. Each school used a different teaching method—lecture, demonstration, and presentation methods—to teach Islamic Studies, after which students were administered the Islamic Studies Achievement Test (ISAT), a 20-question test derived from past WAEC exams.

Pre-tests and post-tests were conducted to evaluate the effectiveness of each teaching method on student performance. The data collected were analyzed using t-tests with SPSS to determine whether there were significant differences in the academic performance of students across the three teaching methods. Ethical considerations were maintained throughout the study, ensuring the confidentiality of participants' information.

4. Results

Descriptive Analysis of Participants

This section deals with the analysis of the demographic related data of the respondents to the questionnaires administered. Part of the information related to age, gender and family related were tested, but not vivid in the data presentations. This is aimed at removing the gender disparity.

Descriptive Statistics					
	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	Std. Deviation
Male and Female Respondents	90	6.00	15.00	11.0111	2.12261
Valid N (listwise)	90				

Source: Researchers field survey, 2022.

The table above is a presentation of the data of respondents by gender. Where the overall data of the respondents across the three schools were 90 participants. From the population 50 of the students were male, while 40 of the students were female.

Test of Hypotheses

H01: There is no significant difference in the performance of students taught through the lecture method compared to those taught through the demonstration method.

Variables Entered/Removed			
MODEL	VARIABLES ENTERED	VARIABLES REMOVED	METHOD
1	DEMONSTRATION METHOD, LECTURE METHOD		ENTER
A. DEPENDENT VARIABLE: STUDENT ACADEMIC PERFORMANCE			
B. ALL REQUESTED VARIABLES ENTERED.			

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.182 ^a	.033	.011	2.11118
a. Predictors: (Constant), DEMONSTRATION METHOD, LECTURE METHOD				

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.223	2	6.611	1.483	.233
	Residual	387.766	87	4.457		
	Total	400.989	89			
a. Dependent Variable: STUDENT ACADEMIC PERFORMANCE						
b. Predictors: (Constant), DEMONSTRATION METHOD, LECTURE METHOD						

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.336	1.115		8.376	.000
	LECTURE METHOD	.012	.067	.020	.180	Lecture
	DEMONSTRATION METHOD	.120	.075	.175	1.598	.114
a. Dependent Variable: STUDENT ACADEMIC PERFORMANCE						

Source: Researchers field survey, 2022.

The tables above are regression analysis of variables connected to the use of lecture and demonstration methods on their effects on the academic performance of students learning Islamic studies at the junior level of secondary schools.

It reveals a level of significance of 0.233, which is higher than the generally accepted level of significance of 0.05. Here, it implies that the lecture method is effective than the demonstration method, as it has positive effects on the achievements of the students.

H02: There is no significant difference in the performance of students taught through the presentation method compared to those taught through the demonstration method

Variables Entered/Removed			
Model	Variables Entered	Variables Removed	Method
1	PRESENTATION METHOD, DEMONSTRATION METHOD		Enter
a. Dependent Variable: STUDENT ACADEMIC PERFORMANCE			
b. All requested variables entered.			

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.232 ^a	.054	.032	2.08847
a. Predictors: (Constant), PRESENTATION METHOD, DEMONSTRATION METHOD.				

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.520	2	10.760	2.467	.091
	Residual	379.469	87	4.362		
	Total	400.989	89			
a. Dependent Variable: STUDENT ACADEMIC PERFORMANCE						
b. Predictors: (Constant), PRESENTATION METHOD, DEMONSTRATION METHOD						

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.881	1.392		7.817	.000
	PRESENTATION METHOD	-.082	.059	-.146	-1.391	.168
	DEMONSTRATION METHOD	.113	.072	.164	1.566	.121
a. Dependent Variable: STUDENT ACADEMIC PERFORMANCE						

Source: Researchers field survey, 2022.

The tables above are regression analysis of variables connected to the use of presentation and demonstration methods on their effects on the academic performance of students learning Islamic studies at the junior level of secondary schools.

It reveals a level of significance of 0.91, which is higher than the generally accepted level of significance of 0.05. here, it implies that the presentation method is more effective than the demonstration method, as it has effects on the achievements of the students.

H03: There is no significant difference in the performance of students taught through the lecture method compared to those taught through the presentation method

Variables Entered/Removed			
Model	Variables Entered	Variables Removed	Method
1	LECTURE METHOD, PRESENTATION METHOD		Enter
a. Dependent Variable: STUDENT ACADEMIC PERFORMANCE			
b. All requested variables entered.			

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.183 ^a	.033	.011	2.11068
a. Predictors: (Constant), LECTURE METHOD, PRESENTATION METHOD				

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.407	2	6.703	1.505	.228
	Residual	387.582	87	4.455		
	Total	400.989	89			
a. Dependent Variable: STUDENT ACADEMIC PERFORMANCE						
b. Predictors: (Constant), LECTURE METHOD, PRESENTATION METHOD						

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.895	1.224		9.715	.000
	PRESENTATION METHOD	-.095	.059	-.170	-1.611	.111
	LECTURE METHOD	.049	.065	.080	.761	.449
a. Dependent Variable: STUDENT ACADEMIC PERFORMANCE						

Source: Researchers field survey, 2022.

The tables above are regression analysis of variables connected to the use of presentation and demonstration methods on their effects on the academic performance of students learning Islamic studies at the junior level of secondary schools.

It reveals a level of significance of 0.228, which is higher than the generally accepted level of significance of 0.05. here, it implies that the lecture method is more effective than the presentation method, as it has effects on the achievements of the students.

4.3 Discussion of findings

This area basically gives an insight to the overall findings, related results and related contributions of the foremost scholars and contribution of the researcher in this aspect of the study. This study was conducted on impact of different teaching methods that could be employed in teaching Islamic studies at secondary schools. It could be noted from several contributions of the scholars and analyses of data done, that there were significant relationships that existed among the variables involved in the study.

The lecture method, demonstration and presentation methods being the recent modes taken in disseminating academics information to students and even collaborative learning amongst educators around the globe. It could be noted that the lecture method when checked against the presentation method, has a significant relationship.

Also, the level of effect in returns derived from it was **0.858** coefficient at a significant regression of **0.233** too were measured, which gives a significant level above the **0.05**, benchmark level acceptable from table 3 and 4 respectively. this being above the **0.05** level of significant that proves that a variable in a study is worthwhile.

Though, some scholars from other areas of this study arrived at a high-level of benefits of demonstration method of teaching. According to a study done by Ab. Halim Tamuri (2010), these are the popular type of learner —centered teaching package commonly used by teachers when teaching.

In addition, the graph above also provides more information regarding the level of effectiveness of the sets of methods examined in the study with respect to the genders involved.

Other methods too were said to have some relationships of achievements based on the school and nature of students involved in the study. For instance, the presentation method against the lecture method has a significant level of 0.111, with a regression analysis of 0.228 which is highly significant. This means there is no one best teaching method to teaching, rather the most effective will be considered as been appropriate.

5. Conclusion

The study reviewed various teaching methods—lecture, demonstration, and presentation—commonly used in delivering academic content to students. It was found that while the lecture method has a significant relationship with the presentation method in terms of effectiveness, no single method emerged as universally superior. Instead, the most suitable teaching method depends on factors such as the subject, the school, and the students involved. Therefore, there is no one-size-fits-all approach to teaching.

The recommendations emphasize that Islamic Studies teachers should select the appropriate method for each topic, be skilled in all teaching methods, and receive continuous training to enhance their teaching effectiveness. Additionally, educational authorities should ensure proper teacher preparation for classroom instruction.

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