

Impact of Discussion Method of Teaching on Academic Achievement of Islamic Studies Students in Kwara State

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Abstract

This study investigated the impact of discussion method of teaching on academic achievement of Islamic Studies students in Kwara State. Quasi experimental research design was used in this study. The population for this study comprised all upper basic students of Islamic studies in Kwara State. Multi stage method of sampling was adopted in the study; stratified simple random, simple random and purposive sampling techniques were used. A fifty multiple choice questions adapted from Basic Education Examination Certificate (BECE) and lesson plan designed on *al-Adhan* (calling prayer), *al-Iqāmah* (commencement of prayer), *Salātul Jamā'ah* (congregational prayer) and Islamic greeting were used as instrument for the study. Descriptive statistic tools such as percentage, mean and standard deviation were used to describe demographic data of the participants and answer the research questions raised in the study. ANCOVA was the inferential statistical tool used for testing hypotheses generated in the study. The findings of the study revealed that discussion method is one of the effective methods of teaching Islamic Studies in upper basic schools in Kwara State. The findings also revealed that there is significant effect of discussion method on upper basic students' academic achievement in Islamic Studies in Kwara State. The study, therefore, recommended that upper basic Islamic Studies teachers should be trained on how to effectively use discussion method for teaching.

Keywords: Upper basic student, discussion method, academic achievement

Introduction

Teaching is an act of cultivating knowledge, skills and experience through writing, reading, explaining, illustrating among others and the task is expected to be done by qualified teachers in the schools. According to Iornem (2016), teaching is regarded as a way of writing, reading, explaining, illustrating, dramatising, assessing, rewarding, giving punishment and showing appreciation in order to help students acquire some skills or change some attitudes. Sequeira (2018) defined teaching as well-designed activities structured to process learning in order to receive feedback from the students. Boma (2019) described

teaching as a human profession that needs special attention, wisdom, perseverance, dedication and sincerity. This implies that teaching could be done through series of interconnected activities such as; writing, reading, explaining, and assessing to mention a few. Similarly, teaching is a fundamental phase in the process of imparting knowledge to the students in the schools by transferring knowledge, norms, culture, traditions and beliefs through writing, reading, explaining, assessing, rewarding and reprimanding.

Teaching in Islam is an act of worship which earns man rewards from the sight of Allah as it is clearly mentioned in the Hadith of Prophet Muhammad (pbuh) that the best among you is the one who knows Qurān and teaches it to others (Sahih Al-Bukhari, n.d). Ta'lim is domesticated to mean teaching and it is an act cultivating, guiding, inculcating, instructing among others. Therefore, teaching (Ta'lim) is an act of cultivating Islamic values, morals, thoughts and a host of others in students with the aim of making him to become a responsible vicegerent of Allah on the earth (Mamoun, 2009; Taj-Uddin & Saeed-ul Abrar, 2019). It is be opined that teaching is Islam needs to cover necessary aspects of knowledge that would aid man to understand this world and divine reasons for his creation and to know how he would work to attain the highest level of commendation from Allah and other human beings.

The methods used by the teachers in teaching determine students' comprehension, assimilation and understanding of lesson and eventually improve learners' outcomes. Omwirhiren and Ibrahim (2016) defined teaching method as the tactics that teachers adopt purposely to achieve interaction objectives. Sanda and Mazila (2017) delineated teaching methods as the strategic way the teachers use to carry out teaching activities in the classrooms which includes planning, organisation and performance that could aid achievement of already set goals in education. Hussain (2020) described teaching method as the various techniques employed by the teachers to teach different concepts and ideas. Ai (2021) perceived teaching method as an instructional pedagogy used by the teachers to facilitate lessons in order to achieve instructional objectives in the schools. Alkali (2021) stated that effective teaching methods have positive and constructive effects on students' motivation and academic achievement. Islamic education is not left out in discussing teaching method. Ahmad (2011) explained that revelation of Qur-ān to Prophet (pbuh) was done through direct, lecture, discussion and demonstration methods.

Discussion method of teaching is an important teaching method widely adopted among the teachers to facilitate teaching and learning. Sanda and Mazila (2017) unveiled discussion method of teaching as a teaching method that centers on sharing of conversation, discussions and exchange of ideas which gives room for sit and listen, think and talk as well as the process of coming to know and knowing the right answer among the students. Discussion method of teaching is an interaction between the teacher and students in the classroom; it is normally organized to boost the understanding, innovativeness and creativeness of the students.

In Islamic point of view, discussion method of teaching is the exchange of views, ideas, opinions which can activate students' intellectual zeal, innovativeness and creativity (Zarnūjī, 2003). Similarly, Ahmad (2011) explained that Islam gives exceptional priority to dialogical discussion as it is explicitly mentioned in the Qur'ān and teachings of Prophet Muhammad (pbuh) especially when it comes to religious discussion between Muslim and non-Muslim where each of them need to explain the fundamental principles upon which sound faith is based without dispute or fight. To justify this assertion, Qurān says:

“Say: “O People of the Book! Come to common terms as between us and you: that we worship none but God; that we associate no partners with Him; that we erect not, from among ourselves, lords and patrons other than God.”...” (Sūratu Āl'īmaran; Q3, V 64).

From the above stated verse it could be understood that having dialogical discussion on a matter that can add value to understanding of religion is allowed in Islam. This had showed that Islamic education has gone far in explaining rich methods of teaching that can enhance students' self-reasoning and thinking.

Corroborating the above Quranic verse, it is clear that teaching is a profession that should be handled by qualified, certified and competent teachers who would take the job with zeal and passion. It is therefore, observed that availability of workable curriculum, syllabus, good lesson plan and a host of others teaching resources would not yield effectiveness when the teachers are unable to use appropriate and relevant methods of teaching like discussion method. However, to effectively tackle the problems facing education in this contemporary period, teachers need to apply methods that can enhance students' creativity, self-efficacy, self-reliance among others. For that reason, this present study wished to check the impact of discussion method on Islamic Studies students' achievement in Kwara

State. Similarly, the study covered the general achievement of upper basic students in Islamic Studies, the impact of discussion method on upper basic Islamic Studies students' academic achievement and interaction impact of gender and discussion method on upper basic students' academic achievement of upper basic students in Islamic Studies.

Discussion method is a method of teaching where students shares views, ideas and opinions among themselves on a particular issue and it is very effective in building students' self-reliance, self-efficacy, boldness, creativity and innovativeness. Kabir (2020) observed that discussion method is vibrant and effective method that can help education stakeholders achieve educational goals in the 21st century. Ayub et al. (2019) submitted that discussion method of teaching prepares students for future challenges in the field of education. Alkali (2021) is of the opinion that discussion method of teaching is one of effective teaching techniques that are encouraged to use this time around to make learning more resent and closer to the students. In the same vein, Sanda and Mazila (2017); Hussain and Omer (2023) submitted that discussion method of teaching provides students opportunity to build themselves through series of exchange of views and ideas that normally happen. All these discussions among them enrich their knowledge, personal and interpersonal behaviours.

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beginning discussion method with explanation of what is not yet clear or questioning leads to mutual understanding and acceptance of truth.

In the same vein, another justification supporting the availability, usability and acceptability of dialogical discussion method in Islam is a portion of Qurān where Allah says:

“When he (Ibrahim) said to his father and his people, what are these images, to which ye are (so assiduously) devoted?. They said: We found our fathers worshipping them. He said: “indeed ye have been in manifest error; ye and your fathers”. They said: have you brought us the truth, or are you one of those who jest? He said: “Nay! Your Lord is the Lord of the heavens and the earth, He Who created them (from nothing)” and I am a witness to this (truth)” (Sūratul Anbiya; 21:52-56).

The above Quranic injunctions had explored logical and systematic ways of implementing dialogical discussion method of convincing someone to accept the truth (Ahmad, 2011). It is apparent from the explanation that discussion method is one of the oldest methods of teaching in Islam. Ahmad (2011) demonstrated the recognition given to discussion method of teaching in Islamic education. Ahmad (2011) therefore, explained that discussion method is one of the method widely used in the revelation of Qur-ān due to its effectiveness.

Research Questions

The following research questions were answered during the conduct of this research;

1. what is the general performance of upper basic students in Islamic Studies?
2. what is the effect of discussion method on academic performance of upper basic students exposed to discussion method (treatment) in Islamic Studies?
3. what are the interaction effects of gender and discussion method on the upper basic Islamic Studies students' academic performance?

Research Hypotheses

The following null hypotheses were tested during the course of this research study;

H01: there is no significant effect of treatment (discussion method) on upper basic students' academic performance in Islamic Studies

H02: there is no significant interaction effect of gender and discussion method on upper basic Islamic Studies students' academic performance

Methodology

The study adopted quasi-experimental involving 3×2 non-randomisation research design. The target population was all upper basic students of Islamic Studies in Kwara State. A multi stage method of sampling was used in the study. Stratified simple random sampling technique was used to select Senatorial District in Kwara State, then a local government was sampled from the sampled Senatorial District using simple random sampling technique. Furthermore, purposive sampling technique was adopted in selecting two intact classes of upper basic III students where one was experimental group and the other represented control group. The sample comprised 30 students in experimental group I and 32 students in control group. An adapted fifty objective questions from Kwara State Basic Education Certificate Examination (BECE) on Al-Azan (calling prayer), Al-Iqamah (commencement of prayer), Salat-ul-Jama'h (congregational prayer) and Islamic greeting were developed to teach Upper Basic Islamic Students in Kwara State, Nigeria. Experimental group students were exposed to discussion method while control group students were exposed to traditional lecture method. The data collected were analysed using percentage to describe the demographic data of the respondent, mean and standard deviation to answer research questions 1 & 2 while ANCOVA was used to test all hypotheses at 0.05 level of significance.

Results

Table 1: 2×2 Pre-test Posttest Control Group Factorial Research Design

Groups	Pre-test	Treatment	Gender	Post-test
Experimental group I	O₁	X₁	M & F	O₂
Control group	O₁	-	M & F	O

Table 2: Demographic Data of the Respondents involved in the Study

Gender	Frequency	Percentage (%)
Male	27	43.5%
Female	35	56.5%
Total	62	100.0

Table 2 revealed that out of 62 respondents sampled for this study, 27(43.5%) respondents were male while 35(56.5%) of the participants

were female. This implied that percentage of female respondents was higher than the percentage of male participants. This confirmed the high priority Nigeria government has attached to female education and its enrolment in the country.

Answering Research Questions

Research question 1: what is the general Achievement of upper basic students in Islamic Studies?

Table 3: Academic Achievement of upper basic students in Islamic Studies

Academic Achievement	N	Minimum	Maximum	Mean	Std. Deviation
Discussion Method	30	45.00	80.00	64.5333	9.99908
Traditional Lecture Method	32	15.00	70.00	48.9063	11.34036

Table 3 revealed that upper basic students taught Islamic Studies using discussion method of teaching mean score of 64.53 with standard deviation of 9.99 while students taught using traditional lecture method has 48.91 mean score and 11.34 standard deviation. This that discussion method has high mean scores which indicated that discussion method is highly effective for teaching Islamic Studies than traditional method of teaching.

Hypotheses Testing

H01: there is no significant effect of discussion method on upper basic students' academic achievement in Islamic Studies

Table 4: Analysis of Covariance Results of the Effect of Discussion Method on upper basic Islamic Studies Students' Academic Achievement

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Correlated Model	3951.479 ^a	2	1975.739	17.357	.000
Intercept	8810.320	1	8810.320	77.399	.000
Pre-test	170.228	1	170.228	1.495	.0226
Discussion Method	3190.390	1	3190.390	28.028	.000
Error	6715.957	59	113.830		
Total	208361.000	62			
Corrected Total	10667.435	61			

a. R Squared = .370 (Adjusted R Squared .349)

Table 4 revealed that the F-value obtained was 28.028 with a p-value of 0.00 computed at 0.05 alpha level. Since p-value (0.000) is less than alpha level (0.05), the null hypothesis one is rejected. This indicated that there is significant effect of discussion method on upper basic students in Islamic Studies in Kwara State.

H02: there is no significant interaction effect of gender and discussion method on upper basic Islamic Studies students' academic achievement

Table 5: Analysis of Covariance Results of the Effect of Discussion Method and Gender on upper basic Islamic Studies Students' Academic Achievement

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Correlated Model	275.410 ^a	1	275.410	1.587	.213
Intercept	218776.055	1	218776.055	1260.517	.000
Gender	275.410	1	275.410	1.587	.213
Error	10413.683	60	173.561		
Total	235211.000	62			
Corrected Total	10689.048	61			

a. R Squared = .26 (Adjusted R Squared .010)

Table 5 revealed that the F-value of 1.587 was obtained for gender with a p-value of .213 computed at 0.05 alpha level. Since p-value (.213) is higher than alpha level (0.05), the null hypothesis two is not rejected and thus, there is no statistically significant effect of gender and discussion method on Upper Basic Islamic Studies Students' academic achievement ($F_{(2, 61)} = 1.587, p > 0.05$). It implied from analysis that there is no significant effect of gender and discussion method on upper basic Islamic Studies Students' academic achievement.

Discussion

The finding of the study revealed that discussion method of teaching is highly effective for teaching Islamic Studies in upper basic schools in Kwara State. This was clearly showed in the table 3 when the mean score was 64.53. This however, implied that discussion method of teaching is one of the most effective methods for teaching Islamic Studies in upper basic schools in Kwara State. The findings of this study were in consonance with the findings of Sanda and Mazila (2017) that students taught using discussion method performed better in Social Studies than those taught using traditional lecture method in Borno State, Nigeria.

The findings of this study also revealed that there was significant effect of discussion method on upper basic students in Islamic Studies in Kwara State. The findings of this study was in agreement with the finding of Ayuba et al. (2019) whose findings revealed that discussion method had positive significant effect on the achievement of students in Islamic Studies in Quetta District, Pakistan.

Furthermore, the finding of this study revealed that there was no significant effect of gender and discussion method on Upper Basic Islamic Studies Students' academic achievement in Kwara State. This finding agreed with the finding of Hussain and Omer (2023) who established that there was no significant difference between male and female secondary school students' achievement in English Test of Oral in Nigeria. In another vein, the finding was not in agreement with the finding of Ayuba et al. (2019) that there was significant difference on the effect of discussion method between male and female achievement in Islamic Studies in Quetta, District Pakistan.

Conclusion

Based on the findings of the study it was concluded that discussion method of teaching is one of the effective methods for teaching Islamic Studies in Kwara State. The study also concluded that there are many things needed to streamline while using discussion method in teaching so that slow learners will also achieve like fast learners in the classroom.

Summary of the findings

1. The upper basic students that were taught using discussion method had the highest achievement in Islamic Studies in Kwara State.
2. There was significant effect of discussion method on upper basic students in Islamic Studies in Kwara State.
3. There was no significant effect of gender and discussion method on upper basic Islamic Studies Students' academic achievement in Kwara State.

Recommendations

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

1. Islamic Studies' teachers in upper basic schools in Kwara State should be trained on how to effectively use discussion method for teaching in Islamic Studies;
2. Islamic Studies teachers should develop interest in adopting 21st century effective methods of teaching because of their effectiveness in teaching;
3. All teachers should be trained on how to select and use appropriate methods of teaching to facilitate better achievement.

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