**ASSESSMENT OF DEMONSTRATION METHOD FOR TEACHING ISLAMIC STUDIES AT UPPER BASIC SCHOOLS IN KWARA STATE**

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**Abstract**

*This study assessed demonstration method for teaching Islamic Studies at upper basic schools 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. A fifty multiple choice questions were adapted from Basic Education Examination Certificate (BECE) and lesson plane designed on al-Adhan (calling prayer), al-Iqāmah (commencement of prayer), Salātul Jamā’ah (congregational prayer) and Islamic greeting were used as an instrument in 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. It was discovered in the study that 48.4% and 51.6% were the population of male and female participants used in the study. This indicated that the percentage of female participated in the study was higher than their male counterpart. The findings of the study revealed that demonstration method is one of the effective methods of teaching Islamic Studies in upper basic schools in Kwara State because of the mean scores of 56 which denoted strong effectiveness. The findings of the study also revealed that there is significant effect of demonstration method on upper basic students’ academic achievement in Islamic Studies in Kwara State. It however, discovered that there was significant effect of gender (moderator variable) and demonstration method on upper basic students’ academic achievement in Islamic Studies in Kwara State (F(2, 63) = 11.668, p˂0.05). It concluded that demonstration method is highly effective for teaching Islamic Studies in upper basic schools in Kwara State. The study, therefore, recommended that upper basic Islamic Studies teachers should be trained on how to effectively use demonstration method for teaching.*

**Key Words**: Demonstration method, upper basic student, academic achievement, Islamic Studies Kwara State

**Introduction**

Teaching is the process of transmitting knowledge, skills, and experiences among others from teachers to students in order to achieve educational objectives (Usman, 2024). In the same vein, Isola (2019), conceptualized teaching as a logical, systematical and technical presentation of planned lesson to achieve instructional objectives. In another perspective, teaching is described as an act of cultivating knowledge, skills and experience through arts of writing, reading, explaining and illustrating to mention a few (Iornem, 2016). However, activities embedded in teaching are expected to carry out by certified, qualified and competent teachers who had possessed required knowledge and experiences to diversify ways of achieving educational objectives (Boma, 2019).

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 (Al-Bukhari, 2005). *Ta’lim* is domesticated to mean teaching and it is an act of 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 student 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 opined that teaching in 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 (Usman, 2024).

The methods used by the teachers in teaching determine students’ comprehension, assimilation and understanding of lesson and eventually improve learners’ outcomes. According to Burden and Byrd (2010), teaching method is the strategic package used by the teachers to simplify concept learning and problem solving. Teaching method is the communication system applied by the teachers to improve students’ participation and disposition in learning new concepts (Erdem, 2012). Similarly, Auwal (2013) noted that teaching method involves the teachers’ skills and ability to employ different strategies in order to get positive and expected response from the students and to make the knowledge retained perfectly in their memory.

Islam is not left out in the discussion about methods of teaching. There are various verses of the Quran where Allah directs our attention to the importance of method of teaching, for that reason, Harith et al. (2021) stated that adopting a single teaching method in all aspects of Islamic Studies would not bring expected changes to learning and the students. Therefore instructional objectives achievement would be null and void. The study explained further that each aspect of Islamic studies has peculiar method of teaching that can stimulate the students and enhance their academic achievement in the subject. Such teaching methods include: authentic imitative recitation (*Talaqī Ash-Shafahī*), repeating method (*Takrarī*), memorization method (*Hafazan*), listening method (*Tasmī’*), discussion method, brainstorming method, demonstration method, lecture method and the host of others. However, in teaching Glorious Qur’ān the following teaching methods would be appropriate authentic imitative recitation (*Talaqi Ash-Shafahi*), repeating method (*Takrari*), memorization method (*Hafazan*), listening method (*Tasmi’*). To teach Hadith of the Prophet teaching method such as repeating method (*Takrari*), listening method (*Tasmi’*), discussion, brainstorming, demonstration and the host of others are appropriate. Similarly, demonstration, discussion, lecture and cooperative learning methods are effective in teaching worship (*Ibādah*) while demonstration, discussion, field trip, workshop, brainstorming and the host of others might be adopted in teaching Islamic history (*Tarīkh*) (Ahmad, 2011).

In education, numerous methods are available for facilitating teaching in the classrooms. Demonstration, discussion, mainstreaming, traditional lecture, brainstorming and story-telling among others are effective methods for teaching all subjects including Islamic Studies at all level of education in Nigeria. Hussain (2020) submitted that demonstration method is the process of presenting lesson in such a way that teacher displays the procedures entailed in analyzing a concept or solving a problem through physical illustration, gesture, posture and body movement. Similarly, Alkali (2021) reiterated demonstration as a form of teaching method that gives students opportunity to have firsthand information about the subject matter being discussed in the classroom. For proper establishment of fact, Lydia et al. (2022) explained that demonstration method of teaching allows students to enjoy practical application of collective efforts in providing solutions to problems and again all students will share equal opportunity to participate in the lesson. This implies that demonstration method of teaching gives students chance to observe the procedures followed by the teacher in the classroom to solve problem.

Furthermore, Islamic education gives higher recognition to demonstration method of teaching to the extent that numerous religious activities performed by the Prophet (PBUH) were through demonstration method. Among the most relevant portion in the Qur’ān regarding demonstration method of teaching is where Allah says:

*“Do not wag your tongue with it, to hurry on with it. Upon Us is the collection and its recitation. But when We have promulgated it, follow thou its recital (as promulgated)” (75:16-18).*

The above verse is pointing to demonstration method of teaching in the sense that Prophet (PBUH) was directed to follow the recitation pattern of his teacher. Iftikhar, et al. (2023) also maintained that demonstration method of teaching is highly relevant to teaching Qurān, five daily prayers, funeral prayer and a host of others.

Demonstration method of teaching makes learning real, concrete and physical which in turn has added advantages for students to harness the opportunity to improve their academic achievement in the subject. It is against the background of this study that the present study assessed demonstration method for teaching Islamic Studies at upper basic schools in Kwara State. This is the gap the present study wished to fill for knowledge sake.

**Purpose of the Study**

The main purpose of this study was to assess demonstration method for teaching Islamic Studies at upper basic schools in Kwara State: An experimental review. Specifically, the study examined:

1. the general achievement of upper basic students in Islamic Studies;
2. the effect of demonstration method (treatment) on upper basic Islamic Studies students’ academic achievement;
3. interaction effects of gender and demonstration method on upper basic students’ academic achievement in Islamic Studies;

**Research Questions**

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

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

**Research Hypotheses**

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

**H01:**there is no significant effect of treatment (demonstration method) on upper basic students’ academic achievement in Islamic Studies

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

**Literature Review on the effect of Demonstration Method for Teaching at Upper Basic Schools**

The effectiveness of demonstration method of teaching cannot be quantified because it makes learning real, concrete, visible and physical (Ahmad, 2011). Ehiwarion et al. (2015) submitted that there is significant effect of demonstration method on academic achievement of secondary school students in Mathematics. In the study of Inuwa et al. (2018), it was reported that there was significant difference between academic achievement of secondary school students exposed to demonstration method and those exposed to traditional lecture method in Financial Accounting. In the same vein, Lupapa and Aubriel (2020) discovered that there was significant effect of demonstration method on lower basic pupils’ understanding on the preparation of salt. In a similar view, Ai (2021) revealed that demonstration method of teaching has strong effect on the teaching of *al-Wudh’u* (ablution) at upper basic II in Solokan Jeruk Sub-District. Filgona and Sababa (2017) discovered in their study that there was significant difference in the effect of demonstration method on male and female secondary school students in Geography.

According to Basheer et al. (2017), demonstration method significantly enhances students’ understanding of the concept being taught by the teachers. Audi and Hassan (2019) also asserted that demonstration method of teaching possesses all capabilities to improve the academic achievement of students in Islamic Studies when it is properly used. Hussain (2020) submitted that demonstration method has ability to increase students’ achievement and understanding on how to cope with their academic stress in schools. Arubayi (2015) claimed that demonstration method may produce wrong results if the lesson is not well planned, wrong implemented of the method, overcrowded classroom and students’ difficulties in observing details of the processes contained in the class activities among others. It shows that demonstration method possesses the ability to stimulate the students’ interest in learning, help teacher achieving psychomotor objectives and make learning permanently retained in the students’ memory. Similarly, Alkali (2021) opined that it is observed that application of demonstration method in teaching might render instructional objectives unachievable when the school administrators are unable to procure the necessary materials needed for demonstration.

**Methodology**

The study adopted quasi-experimental research design involving 3×2 non-randomisation and intact class. 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. 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 32 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), *Salatul-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 demonstration 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.

**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 O2**

**Data Analysis and Results**

**Table 2**

*Demographic Data of the Respondents involved in the Study*

|  |  |  |
| --- | --- | --- |
|  Gender | Frequency | Percentage (%) |
| Male | 29 |  45.3% |
| Female | 35 | 54.7% |
| Total | 64 | 100.0 |

Table 2 revealed that out of 64 respondents sampled for this study, 29(45.3%) were males while 35(54.7%) were females. 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 performance 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  |
| Demonstration Method | 32 | 40.00 |  75.00 |  56.54 |  14.19 |
|  |  |  |  |  |  |
| Traditional Lecture Method | 32 | 15.00 |  70.00 | 48.9063 |  11.34 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Table 3 revealed that upper basic students taught Islamic Studies using demonstration method of teaching has mean score of 56.54 with standard deviation of 14.19 while students taught using traditional lecture method has 48.91 mean score with 11.34 standard deviation. This revealed that demonstration method has high mean scores which indicated that demonstration method is highly effective for teaching Islamic Studies than traditional method of teaching.

**Hypotheses Testing**

**H01:**there is no significant effect of demonstration method on upper basic students’ academic achievement in Islamic Studies

**Table 4:**

*Analysis of Covariance Results of the Effect of Demonstration Method on upper basic Islamic Studies Students’ Academic Achievement*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Source Type III Sum Df Mean F Sig.**

 **of Squares Square**

Correlated Model 1767.966a  2 883.983 5.541 .044

Intercept 7387.683 1 738.683 46.306 .000

Pre-test 941.403 1 941.403 5.901 .044

Demonstration Method 1135.951 1 1135.951 7.120 .010

Error 9732.034 61 159.542

**Total 187900.00 64**

**Corrected Total 11500.00 63**

**a. R Squared = .154 (Adjusted R Squared .126)**

Table 4 revealed that the F-value obtained was 7.120 with a p-value of 0.010 computed at 0.05 alpha level. Since p-value (0.010) is less than alpha level (0.05), the null hypothesis one is rejected. This implies that there is significant effect of treatment (demonstration method) on upper basic students in Islamic Studies.

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

**Table 5:**

*Analysis of Covariance Results of the Effect of Demonstration Method and Gender on upper basic Islamic Studies Students’ Academic Achievement*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Source Type III Sum Df Mean F Sig.**

 **of Squares Square**

Correlated Model 1702.051a  1 1702.051 11.668 .001

Intercept 141620.801 1 141620.801 970.817 .000

Gender 1702.051 1 1702.051 11668 .001

Error 9044.433 62 145.878

**Total 156575.000 64**

**Corrected Total 10746.484 63**

**a. R Squared = .158 (Adjusted R Squared .145)**

Table 5 revealed that the F-value of 11.668 was obtained for gender with a p-value of .001 computed at 0.05 alpha level. Since p-value (.001) is less than alpha level (0.05), the null hypothesis two is rejected and thus, there is significant effect of gender and demonstration method on upper basic Islamic Studies Students’ academic achievement (F(2, 63) = 11.668, p˂0.05). It implied from analysis that there is significant effect of gender and demonstration method on upper basic Islamic Studies Students’ academic achievement in Kwara State.

**Discussion of the Findings**

The finding of the study revealed that demonstration 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 56.54. This however, implied that demonstration method of teaching is one of the most effective methods for teaching Islamic Studies in upper basic schools in Kwara State. This is in line with the finding of Alkali (2021) that posttest performance mean of students of Agriculture was 71.73 and pretest performance mean was 17.86 which showed that demonstration method of teaching is highly effective in teaching Agriculture.

The findings of this study revealed that there was significant effect of treatment (demonstration method) on upper basic students’ academic achievement in Islamic Studies in Kwara State. The findings of the study corresponded with the findings of Lupapa and Aubriel (2020) that there was significant effect of demonstration method on the pupils taught on the preparation of salt in Basic Science.

Furthermore, the finding of this study revealed that there was significant effect of gender and demonstration method on upper basic Islamic Studies Students’ academic achievement in Kwara State. This means that gender has significant effect on the academic achievement of upper basic students taught using demonstration in Islamic Studies. Demonstration method for that reason was an effective method to teach Islamic Studies and other subjects in the schools. This finding was not in line with the findings of Ehiwario, Aghamie that there was no significant difference between male and female students’ academic performance in Mathematics and Shorthand respectively. This finding agreed with the findings of Filgona and Sababa (2017) that there is significant difference between male and female students’ academic performance in Geography.

**Findings**

1. The upper basic students that were taught using demonstration method had the higher achievement in Islamic Studies in Kwara State. This is evidence proofing the effectiveness of demonstration.
2. There was significant effect of gender and demonstration method on upper basic Islamic Studies Students’ academic achievement in Kwara State.

**Conclusion**

Based on the findings of the study it was concluded that demonstration method of teaching is one of the effective methods for teaching Islamic Studies in Kwara State.

**Recommendations**

The following were the recommendations raised from the study:

1. Islamic Studies’ teachers in upper basic schools in Kwara State should be trained on how to effectively use demonstration 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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