

EFFECTS OF AUDIO-VISUAL MEDIA ON ISLAMIC STUDENTS' ACADEMIC PERFORMANCE IN SENIOR SECONDARY SCHOOLS DAURA ZONAL QUALITY ASSURANCE, KATSINA STATE, NIGERIA

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Abstract

This study investigated the effect of Audio-Visual media on Islamic studies students' academic performance in senior secondary schools in Katsina State, Nigeria. Two research objectives and two null hypotheses were formulated and tested at 0.05 level of significance. Quasi-experimental research design was employed for the study. The population of the study comprised of 10,257 students of 23 senior secondary schools in Daura Zonal Education Quality Assurance. A sample of 177 SSII students was drawn from three schools selected for the study. Islamic Studies Academic Performance Test (ISAPT) was used as a means for data collection. The quantitative data collected was analyzed using descriptive and inferential statistics with the aid of SPSS statistical tool/software, t-test and ANOVA was used for testing hypotheses. The findings of the study revealed that there are significant effect on the performance of students taught Islamic studies using audio-visual media and those taught using conventional lecture methods in senior secondary schools in Daura Zonal Education Quality Assurance. The result further revealed that there is no significant effect on the performance of males and females students taught Islamic studies using audio-visual media resources and those taught using conventional lecture method among senior secondary schools involved in the study. The study therefore, recommended among others that there is ardent need for government and stake holders to provide audio-media resources in the schools to facilitate teaching-learning process of Islamic studies.

Keywords: Audio-Visual Media, Islamic Studies, Academic Performance.

Introduction

An educational institution whether formal or non-formal performs a significant function of providing learning experiences that lead students or pupils from the darkness of ignorance to the light of knowledge. The emergence of Western Education brought the establishment of formal Education system (that is the school system). The introduction of this system of Education led to the type of Education that is planned and provided in classroom situations by trained teachers. The use of Educational Media is essential for teaching and learning process. Media can be utilized in almost every discipline to enhance learning in class and out of class. Research suggests that people learn abstract, new and novel concepts more easily when they are presented in both verbal and visual forms (Guswami, 2014). These media resources are helpful among all cadres of learners, displaying different Learning Styles- visual, auditory and kinaesthetic. They keep the learner focused and actively engaged during teaching learning process in classrooms. The use of Media implies a method of communication. Educational media refer to channels of communication that carry messages with an instructional purpose. They are usually utilised for the sole purpose of learning and teaching (Webcrawler 2013).

The audio-visual method is one device that can be used in the classroom to teach pupils of nursery, elementary and tertiary institutions. The method enables users to make effective use of both visual and

audio media and permits the introduction of study materials. The improved access to electronic and multimedia technology has enabled more students to participate actively in the learning process. Audio-visual aids (Television, Computer Image Projection, Internet, DVD and Tape Recorder) make teaching and learning effective and useful. It is one of the best avenues through which knowledge and information can be disseminated. Utilization of audio-visual media such as television, video, movie, projector, computer in the classroom help in enriching students' understanding stimulates their interest and build a creative environment (Adamu 2016)

Students learn easily from what they see or hear .Audio-visual media (Television, Computer Image Projection, Internet, DVD and Tape Recorder) appeal to the sense of seeing and hearing. Teaching without teaching aids discourages students' interest and participation in the teaching learning process. The effective utilization of audio-visual media will help in promoting students' understanding and academic performance (Kim 2015).

Academic performance generally refers to how well a student is accomplishing his/her tasks studies. In educational institutions, success is measured by academic performances or how well a student meets standards set out by curriculum planners or policy makers and the institution itself. Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the academic progress of students in schools. Parents care about their children's academic performances because they believe good academic results will provide more choice and job security. Schools though invested with fostering good academic habits but for the same reason, they are also often effectd by concerns about a school's reputation and the possibility of monetary aid from government institutions, which can hinge on the overall academic performances of the school. State and Federal departments are charged with improving schools and so, devise methods of measuring academic success in order to create plans for improvement.

However, lack of adequate and appropriate audio-visual media essential for effective teaching and learning of the subject are rather making parents, teachers and students to perceive Islamic Studies in the school curriculum throughout the country with confusion and perplexity. It is against this background that the researcher is desirous to investigate the effect of using printed and audio-visual media on students` academic performance in senior secondary school Islamic Studies education in Daura Zonal Education Quality Assurance.

Statement of the Problem

The need for exploring and employing the use of audio-visual media for effective teaching and learning has been established. These materials have a role to play in stimulating and revolving students' academic performance positively. Academic performance refers to how well a student is accomplishing his/her task studies. In educational institutions, success is measured by academic performance on how well a student meets standards set out by curriculum planners or policy makers or by the institutions itself.

Thus, the commitment of many schools to exploring methods and devices of measuring academic success in order to create forums for academic improvement among the sexes has also led these institutions into attempting to find ways and means of closing the gap.

It is against the foregoing background that the investigator sought to experiment by exploring the pedagogical functions of audio-visual media (Television, Computer Image Projection, Internet, DVD and Tape Recorder) in determining how these instructional materials could boost academic performance among students ((male and female) in Islamic Studies in senior secondary schools in Daura Zonal Education Quality Assurance, Katsina State. In spite of the relevance and popularity of Islamic Studies among Nigerian students in Katsina State of Nigeria, performance of students in the subject at the secondary level remains poor. The yearly mean percentage of the number of students

(both males and females) who sit for Islamic Studies at WASC level and obtain credit pass in the subject is usually less than 35%. (WAEC, 2022).

Thus, the problem of this study bears not only on a determination of the extent to which students' (males and females) pedagogical exposures to Islamic Studies through the aid of audio-visual media have improved their performance in the subject in senior secondary schools but also to confirm the degree to which teachers are exploring and employing the use of audio-visual media (Television, Computer Image Projection, Internet, DVD and Tape Recorder) in boosting and improving the academic performance among all cadres of students (whether males and females) in Daura Zonal Education Quality Assurance. It has also become vital to determine how this frame of thought is impacting on students' level of performance in Islamic Studies based on gender as a result of exposures to pedagogical effect of audio-visual resources in Islamic Studies in Daura Zonal Education Quality Assurance, Katsina State, Nigeria.

Objectives of the Study

The following objectives were set to guide the study.

1. To determine the Effect of Audio-Visual media on students' performance in Islamic Studies in Senior Secondary Schools in Daura Zonal Education Quality Assurance.
2. To identify the Effect of Audio-Visual Media on Male and Female students' performance in Islamic Studies in senior Secondary Schools in Daura Zonal Education Quality Assurance.

Hypotheses

1. There is no significant effect in the academic performance scores of students taught Islamic Studies using Audio-Visual Media and those taught using conventional lecture method among senior secondary schools in Daura Zonal Education Quality Assurance.
2. There is no significant effect in the academic performance scores of Male and Female Students taught Islamic Studies using Audio-Visual Media and those taught using conventional lecture method among senior secondary schools in Daura Zonal Education Quality Assurance.

Methodology

The research design used for this study was pre-test post-test quasi-experimental research design (Creswell, 2014). The study has three groups: two Experimental Group (EG) and one Control Group (CG). Both groups were pre-tested (O1) to determine group equivalence before the treatment. This method was employed because the study is interested in the outcome of academic performance of students who was taught with or without the use of printed and audio-visual media. After the treatment, the two groups have been post tested to determine if there is any difference in the academic performance between the groups.

The design is illustrated thus:

Posttest			Pretest Treatment
EG (PAM)	O ₁	X ₁	O ₂
CG (CLM)	O ₃	X ₀	O ₄

EG = Experimental Group

CG = Control Group

O₁ = Pre-test

O₂ = Post test

PAM = Printed and Audio-visual Method

CLM = Conventional Lecture Method

The population of this study comprises of all Students in Senior Secondary Schools of Daura Zonal

Education Quality Assurance Katsina State. Information available from Daura Zonal Education Quality Assurance indicated that there were twenty three (23) senior secondary schools located in three local government that made up the zone. The students' population is put at ten thousand two hundred and fifty seven (10257). The major reasons for selecting this group (SS II) students were that they are already familiar with the school setting that is they were not new comers or fresh students in this category were not fully occupied with serious task.

Table 1 Population of the study.

S/N	Schools	Male	Female	Total
1	AdamuBaffale SSS	688	645	1333
2	GGSSS Daura	00	968	968
3	GPSSS Daura	620	00	620
4	GPSSS Ganga	387	00	387
5	FSPSS Daura	274	281	555
6	CAIS Daura	65	50	115
7	GSSS Kalgo	1118	763	1881
8	GSSS Gurjiya	650	500	1150
9	GSSS Dan nakola	130	120	250
10	GSSS Suduje	63	40	113
11	GSSS Kongolam	320	327	647
12	GSSS Koza	100	110	210
13	GSSS Maiadua	100	00	100
14	GSSS Bumbum	60	60	120
15	GSSS Gwajo-gwajo	70	35	105
16	GSSS Yar'yandi`	40	30	70
17	GSSS Jirdede	90	80	170
18	GSSS Kayawa	130	127	257
19	GSSS Shargalle	150	140	290
20	GGSSS Shargalle	00	300	300
21	GSSS Dutsi	150	130	250
22	GSSS Dan Aune	40	30	70
23	CSSS Yamel	20	45	65
TOTAL:				10257

SOURCE: Daura Zonal Education Quality Assurance 2021.

The sample of this study covered a total of one hundred and seventy seven (177) SSII students selected from three public secondary schools offering Islamic Studies in the study area. The three schools are School A with a sample population of 58 students, School B with a sampled population of 69 SSII students and School C with sampled population of 50 SSII students. School B & C constituted into Experimental Groups while School A is constituted into the Control Group.

A purposive sampling was used in drawing the sample for this study Bello (2013). The use of intact classes was adopted for both control and experimental groups. The choice of 177 students for the research is in line with the Central Unit Theorem (CUT) which prescribes that a minimum of 30 participants is adequate enough to form a sample in an experimental study of this nature. In addition, Kajuru (2013) state that in research of this nature 10-15% of the entire population can be used as a sample. In each school, intact class of SSII was sampled and used for the study.

The table shows the number of male and female students for the study:

S/N	School	Male	Female	Total
1	School A	688	645	1333
2	School B	1118	763	1881
3	School C	130	127	257
Total		1936	1535	3471

The table shows the school and number of students for Experimental and Control Groups for the present research:

The instrument titled Islamic Studies Academic Performance Test (ISAPT) was used to collect data on students’ scores based on topics related to ablution and prayer. The performance test was conducted under the ethics of a normal examination rules and regulation in the selected schools of the students. Total of sixty (60) marks has been awarded. Therefore, administration of the pre-test and post-test for both experimental and control group was done in six (6) weeks 3.10 scoring method. In order to gather the needed information for the study, question designed in the performance test was subjected to the following formula:

- 0 – 39 as Fail (F)
- 40 – 49 as Pass (D)
- 50 – 59 as Good (C)
- 60 – 69 as Very Good (B)
- 70 and above as Excellent (A)

to ascertain the face and content validity of the instrument in line with the objectives of the study. However, necessary corrections and modifications were made based on the advice of experts. The reliability co-efficient of 0.8051 was established.

independent t- test and one way Analysis of Variance (ANOVA). Hypotheses 1 and 2 were tested using t – test While hypotheses 3,4and 5 were tested using ANOVA since more than two variables are contained in them.

Results

H0₁: There is no significant effect between the academic performance scores of students taught Islamic Studies using Audio-Visual Media and those taught using conventional lecture method among senior secondary schools in Daura Zonal Education Quality Assurance.

The hypothesis was tested using independent t-test.

Table 1 Post-test t-test statistics on significant effect on the effect of Audio-Visual media method and Conventional lecture method

SS = Sum of Squares, MS = Means of Squares

	N	Mean	S. D	t-value	DF	P-value	α-value	Decision
Audio-Visual media	69	55.43	20.99	2.43	52	.003	0.05	Sig.
Conventional lecture method	58	47.04	14.51					

Table showed that the two means calculated implies that the students exposed to audio-visual media method over those handled with traditional teaching method are 55.43 and 47.04, and standard deviations of 20.99 and 14.51, t-value calculated is 2.43 at the degree of freedom of 52. The p-value of .003 was obtained. Based on the analyzed data there is significant impact in the higher performance

of students exposed to the printed media method as opposed to low performance noticed with those taught in conventional lecture method. Hence the null hypothesis which earlier stated that; there is no significant impact between the mean academic performance scores of students taught Islamic Studies using Printed Media and those taught using conventional lecture method among senior secondary schools is hereby rejected.

H0₂: There is no significant effect in the mean academic performance scores of male and female students taught Islamic studies using audio-visual media and those taught using conventional lecture method among senior secondary schools in Daura zonal education quality assurance

Table 3.7: Post-test one-way Anova statistics on significant effect in the mean academic performance scores of male and female students taught Islamic studies using audio-visual media and those taught using conventional lecture method among senior secondary schools

SS = Sum of Squares, MS = Means of Squares

Variables	N	SS	MS	DF	F	Sig	α-value	Decision
Between Groups	53	1381.073	1381.073	55	4.476	.5907	.05	Sig.
Within Groups	58	16663.427	308.582					

From the table above indicated that the calculated Sum of Squares are 1381.073 and 16663.427 and the Mean Square are 1381.073 and 308.582, f-value obtained is 4.476 at the degree of freedom of 55. The p-value of .5907 was computed. Based on this result there is no significant difference in the mean academic performance scores of male and female students taught Islamic studies using audio-visual media and those taught using conventional lecture method among senior secondary schools in Daura zonal education quality assurance. Thus, the null hypothesis which earlier stated that; there is no significant impact in the mean academic performance scores of male and female students taught Islamic studies using audio-visual media and those taught using conventional lecture method among senior secondary schools is hereby retained.

Summary of the Findings

The study has the following findings

1. There was a significant effect between the academic performance scores of SSII students taught Islamic Studies using Audio-Visual Media and those taught using conventional lecture method among senior secondary schools
2. There was no significant effect in the academic performance scores of male and female students taught Islamic studies using audio-visual media and those taught using conventional lecture method among senior secondary schools in Daura zonal education quality assurance

Discussion of the Findings

Hypothesis one of the stated that there was a significant effect between the academic performance scores of students taught Islamic Studies using Audio-Visual Media and those taught using conventional lecture method among senior secondary schools but the finding of the study showed that there is a significant impact between the mean academic performance scores of students taught Islamic Studies using Audio-Visual Media and those taught using conventional lecture method among senior secondary schools. The finding is in line with that of Udu.and Eze (2019) who found that, Audio-Visual Media in the classroom had greater impact on the students’ academic achievement than the Lecture method. İsmail and Eker (2018) who detected that implementation of the audio-visual media make statistically significant difference for the benefit of experimental groups on the level of academic achievement.

Hypothesis two stated that there was no significant effect in the mean academic performance scores of male and female students taught Islamic studies using audio-visual media and those taught using conventional lecture method among senior secondary schools in Daura zonal education quality assurance. Also, the finding of the study revealed no significant impact in the mean academic performance scores of male and female students taught Islamic studies using audio-visual media and those taught using conventional lecture method. The finding tallies with that of Ajayi (2017) whose work indicated that students taught using hands-on activity-based like the use of audio-visual and printed method had significantly higher mean interest scores than those taught using lecture method and that male and female students in hands-on activity-based group did not differ significantly in mean scores.

Conclusion

From the study conducted, the use of audio-visual media seemed to be an innovation and radical approach in teaching Islamic studies, because most of the Islamic studies teachers in the schools have never used any of audio-visual media in their classes due to non-availability of the materials, and where the materials are available, the teachers lack the techniques in using them during teaching-learning processes.

Lack or inadequate source of power is a great hindrance to effective use of these instructional materials in most of the schools.

Recommendations

In the light of the findings of this study, the following recommendations were made;

1. The use of Audio-Visual Media therefore, has the potential of enhancing the academic performance of students in Islamic Studies. For any meaningful advancement in teaching/learning in Islamic Studies, the usage of instructional materials must be given top priority.
2. Audio-Visual Media should be used to teach abstract and difficult concepts in Islamic Studies since it arouses interest, modifies attitude, clarifies concepts, stimulates thinking and demonstrates knowledge
3. Competent Islamic Studies teachers are difficult to come by, as such Audio-Visual Media can lessen the burden of conveying meaning by the less experienced teacher.

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