

Effect of the Discussion Method on the Achievement of Islamic Studies Students in Ogbomoso, Oyo State, Nigeria

أثر أسلوب المناقشة في تحصيل طلبة الدراسات الإسلامية في أوغبوموسو، ولاية أويو، نيجيريا

Abdur-Rafiu Jamiu*

Senior Lecturer Department of Arts Education,
Faculty of Education, University of Ilorin, Nigeria

عبد الرفيع جاميو*

مدرس أول قسم التربية الفنية، كلية التربية، جامعة إيلورين، نيجيريا

Received:30/11/2023 Revised:18/12/2023 Accepted:31/12/2023

تاريخ التقديم: 2023/11/30 تاريخ ارسال التعديلات: 2023/12/18 تاريخ القبول: 2023/12/31

الملخص: لطرق التعليم أدوار لا يمكن الاستهانة بها. لقد استنبطت البحوث أن لطرق التعليم اثار وطيدة في تحديد إنجاز الطلاب في المواد الدراسية. ولقد ركز هذا البحث على دراسة تأثير طريقة المناقشة في تحديد انتاجات الطلاب في الدراسات الإسلامية في مدينة أوغبوموسو ولاية أويو بيجيريا وخاصة يعنى البحث على اختبار ما يأتي: أولاً: التباين في إنجاز أكاديمي في الدراسات الإسلامية للطلاب الذين درسوا عن واسطة طريقة المناقشة والذين درسوا عن واسطة طريقة تقليدية. ثانياً: تأثير خصائص الجنس في إنجاز أكاديمي في الدراسات الإسلامية للطلاب الذين درسوا عن واسطة طريقة المناقشة. ولقد استخدم البحث بتصميم شبه تجريبي مع اختبار قبلي واختبار نهائي للفوج القيادي غير عشوائي. واشتمل المشاركون في البحث الطلاب الذين يتعلمون الدراسات الإسلامية في المدارس الثانوية من ضمن مجتمع البحث. واستخدم اختبارات الإنجاز الأكاديمي (ISAT) في الدراسات الإسلامية والإرشادات التعليمية وكذلك اشتملت العينة 55 طلبة 29 ولدا و 26 بنتا الذين درسوا بواسطة طريقة المناقشة. وكذلك استخدم بدرجة معيارية والتحليل التباين (ANOVA) لحل البيانات المجموعة (ANOVA). وظهر من نتائج البحث ما يأتي: أ- هناك إنجازات أكاديمية قومية عند ما درس طلاب الدراسات الإسلامية عن طريقة المناقشة. ب- هناك تباين قوى في إنجازات أكاديمية بين فوج الطلاب الذين درسوا الدراسات الإسلامية عن طريقة المناقشة والذين درسوا عن طريقة تقليدية. ج- ليس هناك تأثير خصائص الجنس عندما استخدم طريقة المناقشة. ووفقا لما أثبتته نتائج هذا البحث صدرت هذه الاقتراحات: أن طريقة المناقشة طريقة مهمة يجوز استخدامها في تدريس الدراسات الإسلامية. وهناك حاجة ماسة إلى اجعلال تعليم الدراسات الإسلامية تركز على الطالب لتقوية تنفيذ خطوات التعليم والتدريس. وهناك حاجة إلى تأليف الكتب الإسلامية التي تدرب فيها طريقة المناقشة.

الكلمات المفتاحية: الإنجازات، المناقشة، تأثير، الدراسات الإسلامية، الطريقة.

Abstract: The role of instructional methods in teaching and learning could not be undermined. The methods adopted in teaching situation has been stressed over the years, to be among the factors determining students' academic achievement in school subjects. Thus, this study was carried out with a view to examine the effect of discussion teaching method on senior secondary school students' achievement in Islamic studies in Oyo State, Nigeria. Specifically, the study examined: a. differences in the achievement in Islamic studies of secondary school students exposed to discussion and conventional methods. b. the effect of gender on the achievement of secondary school students taught Islamic studies using discussion. The study employed quasi-experimental pre-test, post-test, non-randomised control group design. This made use of 2x2 factorial matrixes. quasi-experimental design and the population involved the students offering Islamic Studies in Senior Secondary Schools in the study areas. Purposive sampling technique was adopted in selecting the population of the study. Islamic Studies Achievement Test (ISAT) and Instructional Guide on Islamic Studies Teaching (IGIST) served as the instruments for data collection. The sample for the study consisted 55 students (29 males and 26 females) exposed to discussion (experimental group) and the control group of 48 students (23 males and 25 females). The students' scores were analysed using mean scores, standard deviation, t-test and Analysis of variance (ANOVA) statistics. The findings of the study showed that: 1. Students' achievement in Islamic Studies was improved when exposed to discussion method. 2. there is significant difference in the achievement in Islamic studies of secondary school students exposed to discussion and conventional methods 3. gender has no effect on the achievement of Islamic Studies students when exposed to discussion method. In line with the findings of the Study, it is recommended that discussion method be adopted and encouraged in teaching Islamic Studies. There is need for making teaching-learning of Islamic Studies student-centred so as to improve teaching-learning process. There is need for the writing and production of Islamic Studies textbooks that would conform to the use of discussion method.

Keywords: Achievement, Discussion, Effect, Islamic Studies Method.

Introduction

Education is the bedrock for the development of any nation. Taking Nigeria as a case study, education is considered an instrument par excellence for achieving national development. Thus, Federal Government of Nigeria (FGN, 2013) in the National Policy on Education stipulated that educational goals of the country shall be set out in terms of their relevance to the needs of the individuals in the society and in consonance with the realities of environment and the modern world. Religious education is one of the educational goals of the country which has been spelt out as regards its significance to the needs of the individuals in the society (FGN, 2013).

Balogun (2013) described religious education as those processes designed to induct each new generation into the attitudes, beliefs, as well as the practices of a religion of faith in order to promote the religion and, at the same time, provide an individual a unifying centre of life. One of the most important aspects of religion is education. Salako, Bhasah and Harison (2013) declared that the history of Islamic education in Nigeria is the same as the history of the religion of Islam itself. This is because Islam goes to any place or community along with its own form of education. It is not a matter of coincidence or accident that Islamic religion and Islamic education go together. The fact is that, without the latter the former cannot be said to have been firmly entrenched and understood (Gyallesu, 2016).

The importance of education is stressed in the Glorious Qur'an where worshippers were enjoined to seek the knowledge of God (Allah) so as to understand how to worship Him well. This could be inferred from the themes of the Glorious Qur'an 96:1-5 which happened to be the first revelation. Also, the Glorious Qur'an 16:43 reads "And We sent not before you except men to whom We revealed [Our message]. So, ask the people of the message if you do not know". Seeking knowledge distinguishes man from animal. Little wonder is it then that the first revelation of the Glorious Qur'an to the Holy prophet Muhammad was on education. According to the Holy Qur'an Q96: 1- 5, man is ordained to "Read in the name of Allah Who has created (all that exists); He has created man from a clot; Read! And your Lord is Most Generous; Who has taught (the writing) by the pen; He has taught man that which he knew not". The last-two verses depict that teaching is a divine profession with its own methodology of how best to do it.

Teaching methods are the types of principles and techniques used for instruction. Heinich, Molenda, Russell and Smaldino (2002) viewed instructional methods as "the procedures of instruction selected to help learners achieve the objectives or to internalise the content or message." The type of teaching method adopted for usage at a particular teaching-learning experience is largely dependent on the type of skill or

information the teacher wants to convey. When teachers are deciding on their methods, they need to be flexible and willing to adjust their style according to their students' psychological and chronological ages (Abiola, 2012). He added that students' successes in classrooms are largely based on effective teaching methods.

Heinich, Molenda, Russell & Smaldino (2002) described ten instructional method categories; these include: presentation, demonstration, discussion, drill-and-practice, tutorial, cooperative learning, problem solving, gaming, simulation, and discovery. Oladosu (2002) focused more on the eclectic method in language teaching. Of interest in this study is the discussion method.

In the context of schooling, discussion is a teaching method that involves an exchange of ideas, with active learning and participation by all concerned (Orlich, Harder, Callahan, Trevisan & Brown, 2010). They stressed that the discussion method requires the teacher to develop a viewpoint, and to tolerate and facilitate the exchange of a wide range of ideas. Further still, they maintained that discussion is an active process of student-teacher involvement in the classroom environment. It is a variety of forums for open-ended, collaborative exchange of ideas between a teacher and students or among students for the purpose of furthering students' thinking, learning, problem-solving, or understanding. Heinich et al. (2002) posited that discussion involves the exchange of ideas and opinions among students or among students and teacher. Irrespective of whether the class be small or large, it has proved useful at any stage of the learning process. In addition, it has been adjudged an effective way of, before finalising instructional objectives, assessing the knowledge, skills, and attitudes of a group of students – particularly if it is a group/class the instructor has never taught before (Heinich et al., 2002).

Academic achievement is the educational outcomes of specific performance; it is the extent to which the teacher, student and institution have achieved the goals related with education. Academic achievement is measured by continuous assessment and examinations (Zheng, & Mustapha, 2022). To evaluate the Islamic studies students' academic achievement, tests are often conducted and results presented. Obviously, there is no shortcut or any royal road to learning new knowledge in the teaching-learning process, but there are ways and means through which young learners can be motivated in order to exert efforts needed to learn required knowledge or skill (Cook & Artino, 2016; Jacob et al, 2020). This study is designed to investigate the effect of the discussion method on the achievement of Islamic studies students in Oyo State, Nigeria. The intervening variables of interest in this study is the gender.

The role of gender in instruction has been of great concern to researchers and scholars of Islamic studies

education. Strickland (2000) was of the opinion that one learner variable that may play a major role in learning is gender. Umoh (1993) observed that all known cultures specify that male or female is a fundamental distinction, and therefore associates men and women with a different set of behaviour expectations. The attitude and patterning among the different ethnic groups may be different. But some scholars and researchers such as Agbaje (2004) and Amadi (2010) have nevertheless argued that gender cannot be regarded as a serious determining factor to effective and efficient teaching in the classroom. Several studies are still being carried out on the influence of gender on instruction. No specific and well-founded results have been established. Thus, it is perhaps obvious that studies in Nigeria have not been able to give definite results on the gender that performs better in instruction.

Statement of the Problem

The learning of Islamic Studies and its components is essential for every Muslim because it is the gateway towards gaining more acquaintance with Islam and its teachings. Through this, the character building of a Muslim as an individual and a member of the society would be better developed. However, despite the abundant values of Islamic education, there are numerous factors that are affecting its efficient teaching in Nigeria, one of which is the selection and utilisation of instructional methods (Agbaje, 2004; Amadi, 2010; Abdur-Rafiu, 2014).

Series of studies have been carried out by researchers on religious aspects at various time, locations and areas of interests. Among these are Oloyede (2008), Olaoti (2010), Salako, Bhasah, and Harison (2013) and Gyallesu (2016). For instance, as Olaoti (2010) worked on the problems and prospects of Islamisation of education in Nigeria, Gyallesu (2016) assessed the implementation of Islamic Studies curriculum in senior secondary schools in north-west geo-political zone, Nigeria, Oloyede (2008) assessed the imperative for reshaping and re-orientating the modern disciplines in the Islamic perspectives. Furthermore, as Salako, Bhasah, and Harison (2013) examined the concept, content and methodologies for teaching Islamic Studies in Ogun State, Nigeria between 1995 to 2013, Onasanya (2004) worked on the selection and utilisation of instructional media for effective practice teaching. While Orlich, Harder, Callahan, Trevisan and Brown (2010) researched on a guide to effective teaching strategies and instruction. Onasanya (2002) surveyed the invaluable roles of computer in a developing country.

In all the aforementioned studies, none has focused on the effect of the discussion method on the achievement of Islamic studies students, most especially in Oyo State, Nigeria. Therefore, there is need for empirical studies to investigate whether Islamic Studies teacher adopt discussion method and what has been the effect

of using the method in teaching and learning of Islamic Studies in the study area. This is the gap in knowledge, part of which this study sets out to fill.

Purpose of the Study

The main purpose of this study was to investigate the effect of the discussion method on the achievement of senior secondary school students in Islamic studies in Oyo state, Nigeria. Specifically, the study examined:

- the general level of senior secondary school students' achievement in Islamic Studies in Oyo State, Nigeria
- the effect of gender on the achievement of secondary school students taught Islamic studies using discussion method.

Research Questions

The following questions were raised to guide the study:

- What is the general level of senior secondary school students' academic achievement in Islamic Studies in Oyo State, Nigeria?
- Are there any differences in the academic achievement of Islamic Studies of secondary school students exposed to discussion and conventional methods?
- What are the effects of gender on the academic achievement of secondary school students taught Islamic studies using discussion method?

Research Hypotheses

The following null hypotheses were formulated and tested in the course of this study:

HO₁ Discussion method has no significant effect on senior secondary school students' academic achievement in Islamic studies of exposed in Oyo state, Nigeria.

HO₂ Gender has no significant effect on the achievement of secondary school students taught Islamic studies using discussion method

Review Of Related Literature

According to Salako et al. (2013), Islamic education could be defined as the process through which human beings are trained and prepared in a concerted way to do their Creator's bidding in this life (*Dunya*) to be rewarded in the life after death (*Akhirah*). In Islam, mundane, empirical metaphysical and spiritual matters are interconnected and inseparable. Thus, an Islamic education system prepares human beings for both life on this earth and the life after death. It enjoins man to acquire education that will give him necessary tools of

this life but not at the expense of the hereafter.

On a broader line, one may wish to consider Islamic education as system of education which entails ideological concept expounding the very nature of life (here and after) and prescribing the position of man and his role on earth. In arriving at this definition, Gyallesu (2016) is greatly influenced by the opinion of Oloyede (2008) from which one can infer that Islamic education includes the doctrine and pragmatic set-up, which emanate from and is premised on an ideological framework. The framework in question entails and sustains power, politics and its characteristics, social order and its values, economic precepts, its philosophy and internationalism in all its ramifications.

The ultimate purpose of Islamic education is the attainment of Islamic virtue. Islamic education aims at developing people's talents and inspiring lofty ethical values in them. This philosophy is the main foundation on which Islamic civilisation, society and people's personalities are built. The aim of education, as observed by Onasanya (2004), is to initiate total change in a person – beliefs, actions, potential, faculties, thoughts, expressions, aspirations, energies and everything relating to that person. In other words, it is the balanced development of the whole personality of a human being – the agent of Allah. It seeks to motivate every member of society to promote and encourage everything good (right) and discourage and forbid evil (wrong).

Teaching involves strategic translation of goals into performance objectives for the undertakings of an operating unit in school. It is deciding upon objectives that are achievable and meaningful to the learners, constructive and developmental in terms of the disciplinary subject matter to be ingested (Kayode, 2005). Teaching can be regarded as the imperative vehicle of education because, no matter how lofty the educational programme is, it is meaningful only if it is conveyed to the recipient (Abdur-Rafiu, 2014). Teaching is a process which normally involves a relationship or an interaction between the teacher, learner and the concept taught with the sole intention of producing a change in the behaviour of the learner. Teaching is an action to enhance the people who are learners (Isola, 2019; Al-Taai, 2021).

The effects of application of instructional methods on learning achievement indicated that learning achievement is significantly related to students' personal attributes such as gender, learning consistency, number of lessons missed out, alcoholism and drug abuse. Learning achievement is also associated with teacher centered instructional methods, including lecture, dictation and chalkboard notes, as well as learner-centered approaches, including group discussions, take- way assignments and brainstorming (Lestari, Maridi, & Ashadi, 2018; Uchechi, 2021).

Adesoji (2008) viewed teaching as complex interactional patterns comprising teacher-learner,

teacher-learning environment, teacher-learning material, learner-learner and student-learning environment. Teacher is one who translates and explains the concepts as they occur in teaching. Ajitoni (2008) opined that it is relevant to say that teachers' knowledge of the subject matter is not the only prerequisite for teaching. In addition to having the contact at his disposal, a teacher needs to adopt appropriate methodology in order to articulate his point for students to comprehend.

On the enormousness of instructional method in teaching-learning situation, Okunloye (2000) stressed that it is imperative to teach with variety of methods. This is also similar to the position of Lawal (2000) when he submitted that in the process of actualization of the teacher's plan, the Methods that translate principles and tenets into actual lesson must be employed. Many teachers use instructional methods to help their students learn the school subjects. These Methods are planned lessons that ensure that educators follow a sequence and deliver instruction in specific ways. Methods are considered effective if they provide clear steps and teaching methods such as concentration on essential components, connecting to the curriculum, using previous student knowledge, providing support to students, teaching steps procedures to students and reviewing learned material (Uchechi, 2021).

Discussion method is a variety of forums for open-ended, collaborative exchange of ideas between a teacher and students and among students for furthering students' thinking, learning, problem-solving, understanding or literary appreciation (Wilkinson, 2009). Discussion method also is a method of teaching where a teacher and students/learners are actively involved in the learning process of activities (Olutola, Iliyas & Abdulsalam, 2017). According to Dorgu and Ekeke (2018), discussion method is an effective method of teaching because it encourages listening, talking and critical thinking among students which leads to better performance. It also encourages cooperation and teamwork among students and teachers. Discussion method can be adopted in teaching art/social science related subjects as well as science subject like health education (Dorgu & Ekeke, 2018). The effectiveness of the application of the discussion method can occur if there is a match between the method and all teaching components that have been programmed in the lesson unit as written preparation (Gainau, Labobar & Yom, 2022).

There are different empirical studies on the employ of the discussion method to enhance teaching and learning processes. Abdulhamid (2010) conducted a research on effects of two teaching methods on secondary school students' agricultural science performance. Abdulhamid found that both demonstration and discussion method have significant effect on students' performance in Agricultural Science. In the same vein, the findings of Abdu-Raheem (2011) on the effects of the discussion method on the achievement and retention of senior secondary

school students in Social Studies revealed that discussion method was superior over the traditional method of enhancing students' achievement and retention in social studies. Also, Falode, Adewale, Ilobeneke, Falode, and Robinson (2015) in their study on effects of discussion instructional strategy on the achievement of secondary school students in human geography concluded that discussion method is more effective in improving students' achievement and retention in geography than the conventional lecture method. More so, Yusuf, Guga and Ibrahim (2016) investigated the effect of discussion method on the performance of students in reading comprehension in secondary schools in Plateau state. The findings revealed that there was a higher mean score of students taught reading comprehension using the discussion method as compared with those taught using the conventional method. While Dorgu and Ekeke (2018) investigated the effectiveness of discussion method of teaching in curriculum delivery in secondary schools in Ogbia Local Education Authority (LEA) of Bayelsa State, Nigeria. The findings revealed that discussion method of teaching helps students to deal with stereotype, gender bias and social disability. In addition, Gainau, Labobar and Yom (2018) studied the Effectiveness of the discussion method in elementary school: A Case in Jayapura District- Indonesia. The study was focused on Christian Religious Studies. It was established in the study that adoption of discussion method to teach CRS has led to the achievement of effective learning mastery.

It is now imperative to find another learning strategy that is different from the traditional method because there are better ways students can learn than through the traditional methods of teaching. The traditional lecture methods do not foster critical and creative thinking as well as collaborative problem-solving. Based on this, this study examined the effect of the discussion method on the achievement of senior secondary school Islamic Studies students in Oyo state, Nigeria.

Methodology

The design of this study was quasi-experimental pre-test, post-test, non-randomised control group design. This made use of 2x2 factorial matrixes. This design involved two groups (i.e. the experimental and the control) which were not composed on the basis of randomisation but rather on the basis of using intact groups which would make it natural. The participants in the two groups were pre-tested on Islamic studies achievement test prepared by the researcher. Thereafter, the experimental group was subjected to the treatment using the discussion method, while the control group was taught using the conventional method. After the treatment, the two groups were post-tested using a parallel version of the questions that were used for the pre-test.

The coverage of this study was Oyo state with

reference to senior secondary school student in SS2 Class across Ogbomoso South and North Local government areas. The population involved all the students offering Islamic Studies in Senior Secondary Schools in the study areas. Purposive sampling technique was adopted in selecting the population of the study. The major instrument for the study was Islamic Studies Achievement Test (ISAT) which contained 50 multiple choice questions. The items in the Instrument were drawn from eight topics covering Quran, *Fiqh*, *Tawhid* and *Mu'amalah* aspects of the SS2 Islamic Studies curriculum. The items were distributed to reflect the six intellectual levels of the cognitive domain. The questions were chosen from past Senior Secondary Certificate Examination questions of West Africa Examination Council (WAEC) and National Examination Council (2018-2023). In addition, t-test and One-Way Analysis of variance (ANOVA) were used in analysing the data collected.

Results

The results of the study are presented as follows:

Table 1 Demographic Data of the Respondents involved in the Study

VARIABLES	Frequency	Percentage
Experimental		
Male	29	52.72
Female	26	47.27
Total	55	100
Control		
Male	23	47.91
Female	25	52.08
Total	48	100

Table 1 revealed that the groups consisted 55 students (29 males and 26 females) exposed to discussion (experimental group) and the control group of 48 students (23 males and 25 females).

Answering Research Questions

Research Question 1

What is the general level of senior secondary school students' achievement in Islamic Studies in Oyo State, Nigeria?

Table 2 General Level of Achievement of Senior Secondary School Students in Islamic Studies

Grade	Frequency	Percentage (%)
A	15	14.5
B	29	28.1
C	31	30.09
D	12	11.6
E	11	10.67
F	5	4.8
Total	103	100.00

Result in Table 2 indicates the students' academic

achievement in Islamic Studies in. As indicated in the table, the students' academic achievement in Islamic Studies was positive and attractive.

Research Question 2

Are there any differences in the academic achievement of Islamic Studies of secondary school students exposed to discussion and conventional methods?

Table 3 Pretest and Post- Test Mean Scores of the Performance of Islamic Studies Students Exposed to DS and CONVT. Methods of Teaching

Teaching Methods	N	Pre-test mean	Post-test mean	Mean difference
DS	55	27.23636	68.09091	40.85455
CONVT.	48	24.8	63.09091	38.29091
TOTAL	103			

From table 3, it was observed that the difference in the performance of students that were taught Islamic Studies using discussion method (DS) was 40.85455 while the mean difference score of conventional method (CONVT) was 38.29091

Research Question 3

What is the difference in the performance in Islamic Studies of male and female students exposed to discussion method (DS) and conventional (CONVT) methods of teaching?

Table 4 Post-test Mean Scores of the Performance in Islamic Studies of Male and Female Students Exposed to Discussion method (DS) and Conventional (CONVT) methods of Teaching

Teaching Methods	N	Male	Female	Gender Mean Difference
DS	55	70.52	66.06667	4.45333
CONVT.	48	65.78571	60.2963	5.48941
Mean Difference		4.73429	5.77037	

From table 4, it was observed that the difference in the performance in Islamic Studies of male exposed to DS and CONVT methods was 4.73429 while the mean difference score of female students was 5.77037.

The interaction effects of discussion method, gender and school type have on students' achievement in Islamic Studies secondary school

Hypotheses Testing

The null hypotheses formulated for the study were tested and reported as follow:

HO₁ Discussion method has no significant effect on senior secondary school students' academic achievement in Islamic studies of exposed in Oyo state, Nigeria.

Table 5 ANOVA of the effect of Discussion Method on Students' Academic Performance in Islamic Studies

Sources of Variance	Sum Squares	Df	Mean Square	F	Prob > F	Decision
Between Groups	8178.21688	13	629.093606	11/10	0.0000	Rejected
Within Group	2324.32857	41	56.6909408			
Total	10502.5455	54	194.491582			

Bartlett's test for equal variances: $\chi^2(6) = 14.2912$
 Prob> $\chi^2 = 0.027$

Table 5 shows that there are significant effects in the achievement in Islamic studies of secondary school students exposed to discussion and conventional methods because Prob > F value is 0.0000 which absolutely less than 0.005 significant level. This is supported with the value of Prob> $\chi^2 = 0.027$ which is also less than 0.05.

HO₂ Gender has no significant effect on the achievement of secondary school students taught Islamic studies using discussion.

Table 6 One-way ANOVA on the Effects of Gender on the Achievement of Islamic Studies Students

Sources of Variance	Sum Squares	Df	Mean Square	F	Prob > F	Decision
Between Groups	2541.49333	10	254.149333	1.66	0.1871	Accepted
Within Group	2142.66667	14	153.047619			
Total	4684.16	24	195.173333			

Bartlett's test for equal variances: $\chi^2(5) = 2.2013$
 Prob> $\chi^2 = 0.821$

Table 6 displayed one -way ANOVA result on the significant interaction effects of gender on the achievement of Islamic Studies students. It was discovered that the value of Prob > F is 0.1871 which is greater than 0.05, this indicates that the null

hypothesis is accepted. That is, gender has no significant effect on the achievement of secondary school students taught Islamic studies using discussion.

Discussion of Findings

The findings from this study showed that the experimental group exposed to discussion method performed significantly better in Islamic Studies than the control group exposed to conventional method. The finding agrees with the findings of previous researchers like Yusuf, Guga and Ibrahim (2016) and Olutola, Iliyas and Abdulsalam (2017) and who discovered from their studies that students that were exposed to discussion method performed better than those that were exposed to conventional method. The efficacy of discussion method could be attributed to its nature. As an instructional method, discussion promotes meaningful learning. It also captured students' attention and increased their involvement in the class. The discussions that students engage in, before, during and after a given exercise enhance students' retention and understanding of the texts (Falode, Adewale, Ilobeneke, Falode, and Robinson, 2015; Yusuf, Guga and Ibrahim, 2016; Dorgu and Ekeke, 2018). Discussion is therefore an effective instructional method that facilitates integration of knowledge, quick interpretation of ideas and long retention of information on both the students and the facilitators.

The result from this study revealed that gender did not have any significant effect on students' performance in Islamic Studies when taught using discussion method. These findings are in consonance with the findings of Abdur-Rafiu (2014) which recorded that gender did not influence students' performance when they were exposed to experimental treatment. This debunked the findings of Olutola, Iliyas, and Abdulsalam (2017) who discovered that there is a significant effect of discussion teaching method on senior secondary school students' performance in English language based on gender.

In addition, the findings of this study disagreed with the result of the study carried out by Olutola et al. (2017) and Abdur-Rafiu (2009) which recorded that gender has caused significant difference in the attitudes of male and female students towards learning Islamic Studies. It was discovered that students' gender may not be a factor in students' performance when they are taught Islamic Studies using discussion method. Students whether male or female can perform well in Islamic Studies if appropriate instructional methods and discussion are employed.

Conclusion

The following conclusions were reached based on the statistically and proven evidence from the outcomes of this study:

1. Conventional method of teaching did not significantly improve students' achievement in Islamic

Studies.

2. Discussion method of teaching did significantly improve students' achievement in Islamic Studies. It could therefore be concluded that discussion method positively improved students' understanding of Islamic Studies concepts and excellently enhance their performance in Islamic Studies.

3. The gender of students is not a factor when taught Islamic Studies using discussion method. Both male and female students exposed to discussion methods performed equally and excellently well.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. The discussion method enhances critical thinking skills in students and therefore should be adopted and encouraged in teaching Islamic Studies.

2. There is need for making the teaching and learning of Islamic Studies student-centred so as to improve teaching-learning process

3. There is need for the writing and production of Islamic Studies textbooks that would conform with the use of discussion method.

4. There is need for educational policy makers, curriculum designers, curriculum planners, Nigeria Educational Research and Development Council (N.E.R.D.C), textbook writers and other stakeholders in Nigerian educational venture to incorporate discussion method in the processes of teaching and learning of Islamic Studies.

5. Islamic Studies teachers, who are the centre factor in Islamic Studies at the curriculum implementation level, should endeavour to improve on their pedagogical skills, broaden their knowledge most especially instructional methods, techniques and approaches and constantly update their knowledge of innovations in teaching thereby improving teaching and learning.

Declarations

Conflict of interest: The authors have no relevant financial or non-financial interests to disclose. The authors declare no conflict of interest.

Open Access: This article is licensed under a Creative Commons Attribution- Non-Commercial 4.0 International License, which permits use, sharing, adaptation, distribution, and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if changes were made. The images or other third-party material in this article are included in the article's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not

included in the article's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this license, visit

<https://creativecommons.org/licenses/by-nc/4.0/>.

References

- Abdulhamid, A. (2010). Effects of two methods on secondary school students' agricultural science performance in Bauchi metropolis, Nigeria. *Journal of Research in Education and Society*, 1, 1, 1-12.
- Abdu-Raheem, B. O. (2011). Effects of discussion method on secondary school students' achievement and retention in social studies. *European Journal of Educational Studies*, 3, 2, 293-301.
- Abdur-Rafiu, J. (2014). Effect of concept-mapping and guided-discovery methods on secondary school students' performance in Islamic Studies in Oyo State, Nigeria. A PhD thesis submitted to the school of postgraduate studies, University of Ilorin, Ilorin, Nigeria.
- Adesoji, A. F. (2008, December): Methodology Issues in Science and Technology Education. Paper Presented at Premier Hotel Ibadan on Capacity Building /Training of Teacher Educators on Teaching Core Basic Education Subject at South-west Zone
- Ajitoni, S.O.(2008). Teachers and Instructional Strategies. In Kuranga, A.A.G. (ed): *Teaching Practice Manual for NCE Students*. Ilorin: Joyous Printing Press
- Al-Taai, S. H. H. (2021). Teaching Methods Are a Study of their Importance and Types in Educational Institutions. *Journal of Legal, Ethical and Regulatory Issues* 24 (65).
- Balogun, K. Y. (2013). Problems facing Islamic education: Evidence from Nigeria. *Journal of Educational and Social Research*, 3, 9
- Cook D.A. & Artino, A.R. (2016). Motivation to learn: an overview of contemporary theories. *Med Educ.* 50(10):997-1014. doi: 10.1111/medu.13074. PMID: 27628718; PMCID: PMC5113774.
- Dorgu, T. E. & Ekeke., J. (2018). Effectiveness of Discussion Method of Teaching in Curriculum Delivery in Secondary Schools in Bayelsa State of Nigeria. *Saudi Journal of Humanities and Social Sciences* 3 (9). 1096-1102. DOI10.21276/sjhs.2018.3.9.9
- Falode, O. C., Adewale, I. A., Ilobeneke, S. C., Falode, M. E. & Robinson, A. O. (2015). Effects of discussion instructional strategy on achievement and retention of secondary school students in human geography in Minna, Nigeria. *Journal of Scientific and Engineering Research*, 2(4): 78-84.
- Federal Government of Nigeria (FGN, 2013). *National Policy on Education (Revised)*. Abuja: FME
- Gainau, M. B., Labobar, K. & Yom, A. (2022). The Effectiveness of the Discussion Method in Elementary School: A Case in Jayapura District- Indonesia. *The International Journal of Social Sciences World*. 4 (1) 181-185. DOI: <https://doi.org/10.5281/zenodo.6390016>
- Gyallesu, A. A. (2016). Assessment of the implementation of Islamic Studies curriculum in senior secondary schools in north-west geo-political zone, Nigeria. A PhD thesis submitted to the school of postgraduate studies, Ahmadu Bello University, Zaria.
- Heinich, R., Molenda, M., Russell, J. D. and Smaldino, S. E. (2002). *Instructional Media and Technologies for Learning* (7th ed.). New Jersey: Pearson Education, Inc.
- Isola R. (2019). "Concept of Teaching." *Shanlax International Journal of Education*, 7 (2), 5-8.
- Jacob, F., John, S., Gwany, M. & Okoronka, U. (2020). *Asian Journal of Education and Social Studies* 10(4): 16-37
- Kayode, M. A. (2005). The Art of Teaching. In A. I. Ibrahim, (ed). *A Guide to Teaching Practice*. Ilorin: Integrity Publications
- Lawal, R. A. (2000): The Art and Technology of Teaching. In Idowu, A. I, Daramola, S.O, Olorundare, A.S, Obiyemi, O.O, Ijaiya, N.Y.S. & Lafihan, k. (eds): *A Guide to Teaching Practice*. Ilorin: Faculty of Education, University of Ilorin, Ilorin, Nigeria.
- Lestari, A., Maridi, M. & Ashadi, A. (2018). The Importance of Appropriate Instructional Methods for Training Students' Thinking Skill on Environmental Learning. *International Journal of Pedagogy and Teacher Education*. 2 45-51. <https://dx.doi.org/10.20961/ijpte.v2i0.19828>
- Okunloye, R. W. (2000). The Essence of Lesson Presentation in Teaching Practice Exercise. In Idowu, A. I, Daramola, S.O, Olorundare, A.S, Obiyemi, O.O, Ijaiya, N.Y.S. & Lafihan, k. (eds). *A Guide to Teaching Practice*. Ilorin: Faculty of Education, university of Ilorin.
- Oladosu, A. G. (2002). Eclecticism in Language Teaching Application to Arabic Education in Nigerian Schools. In A. Lawal, I. Isiugo-Abanihe, & I. N. Ohia (Eds.), *Perspectives on Applied Linguistics in Language & Literature* (1st ed., 323-333). Ibadan: Stirling-Horden Publishers (Nig) Ltd.
- Olaoti, I. Y., (2010). Problems and prospects of Islamization of education in Nigeria. Source through: www.i-epistemology.net. Online Resources on Islamic Worldwide and Knowledge.
- Oloyede, I. A., (2008). The imperative for reshaping and re-orientating the modern disciplines in the Islamic perspectives. *An unpublished Paper Presented at a Two-Day National Workshop on Islamization of Education*.
- Olutola, A. T., Iliyas, R. A. & Abdulsalam, N. A. (2017). Effect of discussion teaching method on senior secondary school students' performance in English Language in Dutsinma, Katsina State, Nigeria. *Solusi University Research Journal*, II, 85-95.
- Onasanya, S. A. (2002). The invaluable roles of computer in a developing country. *Journal of Curriculum and Instruction*, 1&2, 109-121.
- Onasanya, S. A. (2004). Selection and utilisation of instructional media for effective practice teaching. *Institute of Journal of Studies in Education* 2, 1, 127-133.
- Orlich, D. C., Harder, R. J., Callahan, R. C., Trevisan, M. S. & Brown, A. H. (2010). *Teaching strategies: A guide to effective instruction* (9th ed.). USA: Wadsworth, Cengage Learning.
- Salako, T. A., Bhasah, A. B. & Harison, M. S. (2013). An assessment of the concept, content and methodologies for teaching Islamic Studies in Ogun State, Nigeria Between (1995 – 2013). *International Journal of Humanities and Social Science Invention*, 2, 4, 45-52
- Uchechi, B. O. (2021). The Role of Teaching and Learning Aids/Methods in a Changing World. *New Challenges to Education: Lessons from Around the World BCES Conference Books, 2021, Volume 19. Sofia: Bulgarian Comparative Education Society*.
- Wilkinson, L. (2009). *Discussion methods*. Retrieved on December 5, 2019, from education.com/reference/article/discussion-methods.
- Yusuf, H. O., Guga, A. & Ibrahim, A. (2016). Discussion Method and Its Effect on the Performance of Students in Reading Comprehension in Secondary Schools in Plateau State. *The Online Journal of Quality in Higher Education* 3 (4) 1-7.
- Zheng, Z. & Mustappha, S. M. (2022). A Literature Review on the Academic Achievement of College Students. *Journal of Education and Social Sciences* 20 (1) 11-18