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EDITORIAL

We are delighted to present the Volume 5, Issue 2 of **Jigawa Journal of Multidisciplinary Studies (JJMS)**. The tradition of JJMS remains the desire to publish articles that make original contributions to all spheres of life as it is multidisciplinary with emphasis on sound research theoretical and empirical research. Articles that present excellent insight into broad or specific areas of any discipline as well as position papers and/or proposals on contemporary issues shall be welcome.

Professor Umma Abdulwahid
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EDITORIAL POLICY

The journal will be fully peer-reviewed. Review comment and result will be returned. Authors may receive,

- i. Publish unaltered: the paper is ready for publication and no change is needed.
- ii. Acceptance after minor changes: you need to make minor changes according to the editor's instruction.
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- iv. Rejection: Manuscript is flawed or not sufficiently novel.
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- vi. The final publication of your article in the Journal.

The Journal aims to appeal to researchers, policy makers and practitioners who share the common goal of achieving excellence in education in Jigawa State, the nation and the world at large.

ROLE-PLAY AND DEMONSTRATION METHOD OF TEACHING 'SALAH' IN SENIOR SECONDARY SCHOOLS IN ILORIN METROPOLIS, KWARA STATE, NIGERIA

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ABSTRACT

This study determined whether gender, qualification level and experience of teachers influenced the use of role-play and demonstration method of teaching 'Salah' in senior secondary schools in Ilorin Metropolis. The descriptive survey research design was used in the study. The population comprised of all Islamic studies teachers and students in Senior Secondary Schools in Ilorin Metropolis. 220 respondents constituted the sample in the study; while a researcher-constructed questionnaire was used to collect data for the study. Independent t-test and One-Way Analysis of Variance statistics were used to analyse the data. The finding revealed that there was a significant difference in the use of role-play and demonstration methods by male and female teachers to teach 'Salah' in senior secondary school. The study concluded that male Islamic Studies teachers used role-play and demonstration methods to teach 'Salah' in senior secondary school than female Islamic Studies teachers. It was recommended therefore that Kwara State Ministry of Education should equip schools with different and appropriate teaching materials needed for effective role-play and Demonstration teaching method.

Keywords: Role-play, Demonstration method, Salah, Teaching

INTRODUCTION

Education is a light that shows mankind the right direction to surge. Education cannot be separated from teaching and learning. Teaching and learning process can be seen as a transformation process of knowledge from educators to learners. It is further explained as the combination of various elements within the process where a teacher identifies and establishes the learning objectives, develop teaching resources, and implement the teaching and learning strategies. According to

Yunus, Abdur-Rafiu and Abdulganiyu (2021), teaching and learning can be actualised when effective methods is implemented and used during the classroom activities. Adesanya and Adesina (2014) submitted that effective teaching is said to take place whenever appropriate instructional framework of teaching methods is used. It is asserted further that factors associated with learners' poor academic performance in some school subjects is the unsuitable

teaching methods adopted by the teachers (Adewale & Effiong, 2015).

Conversely, the success of teaching and learning in the classroom has been relying on the different methods such as lecture method, discussion method, play way method, role-play method and demonstration method. The combination of those methods is needed in order to create a conducive learning environment, trigger learning motivation, provoke learning enquiry, support student active learning, facilitate good interaction between learners and teachers and to determine the level of knowledge that students will achieve (Peter et al, 2015). Not only that, Hidayati and Pardjono (2018) posited that a number of essential components are identified in using pedagogical strategies in schools that can facilitate the desired learning outcomes. Most of these active learning methods require the enhanced participation of the students in comparison to the traditional teaching approaches.

Undeniably, to solve the challenges faced in classroom activities, the role-play method is required so that teaching-learning becomes better. It further shows that role-play has many benefits towards the learning process in schools (Hidayati & Pardjono 2018). Role-play is an effective method that teachers and students are required to involve themselves in doing any given task. Thus, Rao and Stupans (2012) averred that role-play is a method used in a wide variety of contexts and content areas. It is further declared that the guidelines for the role-play are usually modeled on

realistic criteria, so the learners can get as close to the real thing as possible (Rosa 2012). Numerous studies such as Ruhanen (2006); Rao and Stupans (2012), Hussin, Noh, and Tamuri (2014) have reported that role-play has positive effects for students' learning. It is further exemplified that the method provided the opportunity to get a deeper understanding of an issue and stimulated further interest in the subject.

On the other hand, demonstration method of teaching and learning is a method in which teachers dramatise topics to be taught while students put it to practice the skills demonstrated in order to display their level of efficiency in the performance of those skills. According to Aliyu (2008), teacher-demonstration method is a method of teaching whereby the new subject matter is delivered and used by the teacher before it is imitated by students in the class. Audi and Garba (2019) submitted that Islamic Studies students have achieved a lot and performed creditably well whenever they are taught with demonstration method. They further emphasised that students obtained higher grades when they were taught ablution using demonstration method as compared to those taught with conventional method. It is further confirmed that the performance of students taught 'Salah' using demonstration method was excellently better than those taught using lecture method in senior secondary schools.

Different studies by Price and Brooks (2012) and Odeh and Bell (2015) have

emphasised that in Chemistry classrooms for a long time, demonstration methods have been recommended and employed to use for students so that, learners' motivation and performance will be better. Therefore, demonstration method is involved when illustrating a point in a topic or a lesson that has the potential to enhance students' understanding of subject concept. Khurram and Naureen (2017) asserted that weak achievement of accounting's students is associated with ineffective method of teaching.

Salah (the act of praying in Islam) is another variable to be discussed in this paper. Figh (Islamic Jurisprudence) aspect of Islamic Studies has three themes: Tawheed (Theology), Ibadah (Worship) and Mu'amalat (Human Transaction). 'Salah' is one of sub-theme of Ibadah under Figh. It is the daily ritual prayer instructed upon all Muslims as one of the five pillars of Islam. It is further explained that 'Salah' is an obligatory and most well-known act in Islam that Muslims are expected to perform five times daily. Not only that, 'Salah' is also to demonstrate servitude to God by means of certain action. 'Salah' is a process with a specific structure and principles to be followed. 'Salah' also comprises of five separate daily prayers such as Subh means prayer before sunrise, Zohr is connected to the prayer at midday, Asr is performed between Zohr and sunset, Maghrib is performed at sunset and Ishai means prayer between Maghrib and midnight.

Zakariya Razak and Ismail (2019) described that teaching prayer is a form

of education that needs to be applied beforehand to all the children as was recommended by the Prophet Muhammad. It is affirmed that teachers, parents and leaders need to realise that one of their main responsibilities is to make sure children get exposure related to teaching prayers consistently, correctly and steady because prayer is a major milestone for filling the souls of the children with the faith of monotheism."

Similarly, it is emphatically stated from the words of ALLAH that "Verily, I am Allah, there is no god but I; therefore, serve Me and establish regular prayer for Me" (Quran, 20:14). It is shown that prayer is very crucial, and through prayers, knowledge and understanding of the rules and discipline of worship have been established by God from eternity. Qutb (2000) confirmed that worship incorporates all human behaviour in every human life. Prayer is a form of worship that is linked to the heart and soul which are dedicated solely to God. In addition, various studies such as Surip and Tamari (2012) and Suhid et al. (2015) asserted that teaching method can still be refurbished and needs to be enhanced, especially in the teaching of prayer. This is because the process of transfer of knowledge from the teacher of Islamic Education to learners has to do with the use of demonstration method.

However, various variables such as teacher's gender, qualification and experience are also discussed in this study. According to Rahimi and

Asadollahi (2012), affirmed that male teachers' behaviours towards using a method in teaching learners is well organised than that of female teachers. In addition, Muhammad (2021) showed that teacher's academic qualification and experience are connected with students' concentration and achievement in accounting. He further submitted that teacher-student relationship, teachers' academic qualification and experience are of great contributions to achievement of accounting students. Similarly, Mavhundutse (2014) elucidated that the teacher's experience is connected to the quality of such teacher and brought the useful outcome. Nevertheless, Bolarinwa and Kolawole (2020) identified that lack of adequate qualified and experienced accounting lecturers affect students to perform excellently. In addition to that, Filgona and Sakiyo (2020) claimed that teachers' academic qualification determines students' academic attainment in Geography. Irvine (2019) also pointed out that years of teaching experience used by teachers predict and correlate to teachers' effectiveness in classroom activities.

Further, students' academic performance in Islamic Studies has continued to decline over the years as indicated by 2012-2015 Senior School Certificate Examination (SSCE) results (West African Examination Certificate, 2014). This could be attributed to the fact that students could not comprehend the concepts due to inadequate teaching and instructional methods adopted by Islamic Studies teachers. Various factors such as

lack of interest in the subject, inadequacy of instructional materials, shortage of qualified teachers, overcrowded classroom and poor utilisation of teaching methods by teachers. Several studies have been carried out in relation to this topic such as Zalmiza, Khadija and Ahmad (2019) who also researched on the approach of teaching prayer by Islamic Education teacher, Isukpa (2014) examined role-play method on students' academic achievement and interest in Christian Religious Studies in senior secondary schools. Similarly, Kingsley (2016) studies on effectiveness of role-play and bibliotherapy in attitude change of primary school pupils towards learners with special needs in Nigeria. Audi and Garba (2019) also investigated on effective learning of Islamic Studies Using Demonstration Method among Secondary Schools in Kaduna State. The studies only concentrated on one method to examine the learners and they revealed that when teachers use appropriate method of teaching such as demonstration method, it will enable the students to understand better than using chalk and talk method. Therefore, it is obvious that none of the previous researchers worked on role-play and demonstration methods of teaching 'Salah' in senior secondary schools in Ilorin Metropolis, Kwara State.

Objectives of the Study

The main objective of the study was to examine whether gender, qualification level and experience of teachers greatly link with the methods such as role-play and demonstration in teaching 'Salah' in

senior secondary schools. Nigeria. Thus, the following specific objectives were formulated:

1. To determine whether role-play and demonstration methods are used by male and female teachers in teaching 'Salah' in senior secondary school.
2. To establish if role-play and demonstration methods are used by qualified and unqualified teachers in teaching 'Salah' in senior secondary school.
3. To ascertain whether role-play and demonstration are used by very experienced, experienced and less experienced teachers in teaching 'Salah' in senior secondary school.

Research Hypotheses

1. There is no significant difference in the use of role-play and demonstration method in teaching 'Salah' in senior secondary school based on gender.
2. There is no significant difference in the use of role-playing and demonstration methods in teaching 'Salah' in senior secondary school based on teacher's qualification.
3. There is no significant difference in the use of role-playing and demonstration methods in teaching 'Salah' in senior secondary school based on teacher's experienced.

experienced and less experienced.

METHODOLOGY

Research Design

Research design is a way of conducting a research study that guides the researcher to carry out research step by step in an efficient way (Gay & Airasian, 2000; Kothari and Gaurav, 2014). They further explained that research design is also viewed as measurement and data analysis collected from respondents. This study adopted a descriptive survey of cross-sectional type which has to do with direct interaction with the sampled respondents. Not only that, the researcher used this descriptive survey because it is convenient, quick, easy, cost effective in gathering data from the sampled population and also saves time. Therefore, the descriptive survey considered as best for the study because it enables a true assessment on role-play and demonstration methods of teaching 'Salah' in senior secondary schools in Ilorin Metropolis, Kwara State.

Participants

All the senior secondary school Islamic Studies teachers and students in Ilorin Metropolis constituted population for this study. Ilorin Metropolis consists of Ilorin East, Ilorin South and Ilorin West. Stratified sampling technique was used to select ten senior secondary schools from all the senior secondary schools in Ilorin Metropolis. Moreso, simple random sampling technique was also used to select twenty (20) students and 2 Islamic Studies teachers from the each of

ten selected schools making a total of 220 respondents.

Instrumentation

The instrument used to collect data for this study was a questionnaire that was divided into two parts, i.e. A and B. Part A related to the background information of the respondents such as gender, qualification and experience while Part B contained items questionnaire with four-point Likert scale type and graded as 4= strongly agree (SA), 3= Agree (A), 2= Disagree (D) and 1= strongly disagree (SD). The validity of instrument was established after the sequence of corrections by the experts. For the reliability of the instrument, a test-retest reliability method was used and a coefficient value of 0.76 was obtained as reliability index.

Procedure for the Data Collection

The researcher administered the instrument in all the selected schools in

Ilorin Metropolis that consisted of Ilorin East, Ilorin South and Ilorin West. This was done after due permission from the selected schools through a researcher's University I'D card. The researcher informed the respondents on the purpose of the questionnaire and clarification was made to them on how to go about responding to the questionnaire. The questionnaire was retrieved through research assistants.

Data Analysis

Percentage was used to describe Demographic Data of the respondents. Research question one and two with their corresponding hypothesis were tested using t-test statistical tool while Research question three with the corresponding hypothesis was also tested with One Way Analysis of Variance (ANOVA).

RESULTS

Table 1: Demographic Data of the respondents

	Frequency	Percentage
Gender		
Male	100	45.45
Female	120	54.45
Total	220	100.0
Qualification	Frequency	Percentage
NCE	20	9.09
B.A	10	4.54
B.Ed	120	54.55
M.A.	20	9.09
M. Ed	50	22.73
Total	220	100.0
Qualified Teachers	180	81.82
Unqualified Teachers	40	18.18
Total	220	100.0
Teaching Experience	Frequency	Percentage
1-5 years	40	18.18
6-15 years	60	27.27

16 years and above	120	54.55
Total	220	100.0

Table 1 showed that majority of respondents were male 100 (45.5%) while females were 120 or (54.5%). This indicate that females were dominant in the secondary schools in Ilorin Metropolis of Kwara State. Furthermore, 180 (82 %) of the teachers sampled in Ilorin Metropolis of Kwara State were qualified while 40 (18%) were not qualified. 40 (18%) were less

experienced teachers. 60 (27%) were very experienced teachers and 120 (55%) were experienced teachers.

Testing of Research Hypotheses

Hypothesis 1: There is no significant difference in using role-play and demonstration method of teaching 'Salah' in senior secondary school based on gender

Table 2: Role-play and demonstration method of teaching 'Salah' in senior secondary school based on gender

Gender	No	Mean	S.D.	Df	t-value	Sig.	Remark
Male	120	15.820	2.344	218	1.212	0.09	H ₀ Rejected
Female	100	13.311	2.401				

Table 2 showed the t-test's analysis of role-play used by male and female teachers in teaching 'Salah' in senior secondary schools. the data obtained from the respondents shows that T-Calculated was 1.212; while p-value was 0.09. T-calculated value of 1.212 is greater than p-value of 0.09; hence, the null hypothesis was rejected. This mean that there was a significant difference in using role-play and demonstration method of teaching 'Salah' in senior

secondary school based on gender. This also indicates that male Islamic Studies teachers use role-play and demonstration method to teach 'Salah' than and female Islamic Studies teachers.

Hypothesis 2: There is no significant difference in using role-play and demonstration method of teaching 'Salah' in senior secondary school based on teacher's qualification

Table 3: Role-play and demonstration method to teach 'Salah' in senior secondary school based on teachers' qualification

Qualification	No	Mean	S.D.	Df	t-value	Sig.	Remark
Qualified	120	19.120	1.243	218	2.712	0.000	H ₀ Rejected
Nonqualified	100	10.112	2.505				

Table 3 showed that the t-tests to analyse of role-play and demonstration method used by qualified and nonqualified teachers of teaching 'Salah' in senior secondary school. The data obtained from the respondents shows that the calculated t-value was 2.712; while p-value was 0.000. Since calculated t-value of 2.712 is greater than p-value of 0.000 level of significance, the null hypothesis is hereby rejected. This show that there was a significant difference in using role-playing and demonstration method by qualified and non-qualified

teachers of teaching 'Salah' in senior secondary school. This showed that qualified Islamic teachers employ role-play and demonstration method in teaching 'Salah' for the senior secondary school students.

Hypothesis 3: There is no significant difference in using role-play and demonstration method to teach 'Salah' in senior secondary school based on teacher' experienced, experienced and less experience

Table 4: Role-play and demonstration method to teach 'Salah' in senior secondary school based on teacher experiences

Sources of variation	Sum of square	Df	means square	F-value	Sig	Remark
Between group	263.871	2	11.740			Ho ₃ Rejected
Within group	1142.037	217	10.245	50.61	0.000	
Total	1405.907	219				

The table 4 showed that the calculated f-Value is 50.61 with calculated alpha of 0.000 computed at critical level of 0.05, and since the calculated alpha of 0.000 is less than the critical alpha level of 0.05, the hypothesis is hereby rejected. This shows that there was a significance difference in using role-play and demonstration method of teaching 'Salah' in senior secondary school based on teacher' experienced, very experienced and less experienced. This also showed that very experienced teachers displayed and employed use of

role-play and demonstration method in teaching 'Salah' to Islamic Studies students. Therefore, this result avowed that role-play and demonstration method are used wisely and judiciously by very experienced teachers in teaching 'Salah' to Islamic studies students of senior secondary schools.

Discussion

This finding showed that male Islamic Studies teacher used role-play and demonstration method in teaching 'Salah' than female Islamic teachers. It is

further found that there was a discrepancy between male and female teachers in using role-play and demonstration method in teaching 'Salah' to teach students that offer Islamic Studies in senior secondary schools. This finding further confirmed that male teachers are competent to handle the subject by employing role-play and demonstration method in teaching 'Salah' when they are in class than their counterparts. This study is in line with Audi and Garba (2019) who explained that Islamic Studies students have achieved a lot and performed creditably well whenever they are taught with demonstration method. They further emphasised that students obtained higher grades when they were taught ablutions by using demonstration method as compared to those taught with conventional method. It is further confirmed that the performance of students taught 'Salah' using demonstration method was excellently better than those taught using lecture method in senior secondary schools. This result is also in line with Khurram and Naureen (2017) who asserted that weak achievement of Accounting students is associated with ineffective method of teaching. In addition, this finding is greatly agreed with Heather (2012) who stated that difference between male and female teachers in teaching learners in the classroom are insignificant.

The teaching methods such as role-play and demonstration used by qualified and unqualified teachers to teach 'Salah' to the students of Islamic Studies in senior

secondary school were also recognised. This result has vividly shown that qualified Islamic teachers employ the use of role-play and demonstration method to teach 'Salah' to the learners that are offering Islamic Studies in senior secondary school than non-qualified teachers. This result is in line with Bolarinwa and Kolawole (2020) who identified that lack of adequate qualified and experienced Accounting lecturers affects students to perform excellently. Not only that, it also agreed with the submission of Filgona and Sakiyo (2020) who explained that teachers' academic qualification determines students' academic attainment in Geography. Irvine (2019) also pointed out that years of teaching experience of teachers predict and correlate to teachers' effectiveness in classroom activities.

Furthermore, the use of role-play and demonstration method by very experienced, experienced and less experienced teachers in teaching 'Salah' to students that offer Islamic Studies in secondary school were ascertained. This submitted that there was different in the use of roleplaying and demonstration methods by very experienced, experienced and less experienced teachers to teach 'Salah' in secondary schools students. Also, this finding identified that experienced teachers displayed and employed the use of role-play and demonstration method with great mean score of 30.50. As a result of this, the result of this finding is in agreement to Muhammad (2021) who emphasised that teachers' academic

qualification and experience are connected with students' concentration and achievement in accounting. He further submitted that teacher-student relationship, teachers' academic qualification and experience are of great contributions to achievement of accounting students. Similarly, Mavhundutse (2014) elucidated that the teacher experience is connected to the quality of such teacher and for useful outcome.

CONCLUSION

This study investigated Role-play and demonstration method of teaching 'Salah' in senior secondary schools in Ilorin Metropolis, Kwara State. It is further admitted that whether gender, qualification level and experience of teachers do not significantly influence the use of role-play and demonstration methods of teaching 'Salah' in senior secondary school. The findings of study showed that there was a significant difference in the use of role-play and demonstration method by male and female teachers to teach 'Salah' in senior secondary school. This also indicated that male Islamic Studies teachers use role-play and demonstration method to teach 'Salah' than female Islamic Studies teachers. It is asserted that qualified Islamic teachers employed role-play and demonstration method in teaching 'Salah' for the senior secondary school students. It is therefore pertinent that the role-play and demonstration method are used wisely and judiciously by very experienced teachers in teaching 'Salah'

for Islamic studies Students of senior secondary schools.

RECOMMENDATIONS

This study recommended that:

1. If the community inquiry method is recommended and used to teach Islamic Studies in Nigerian secondary schools particularly secondary schools in Ilorin metropolis, it will make the learner to be the critical thinkers in learning. Thus, students are expected to be taught in a practical way.
2. Kwara State Ministry of Education should equip schools with different and appropriate teaching materials needed for effective role-play and demonstration teaching method so that, the students will understand topics like Solat and other topics involving practical aspects.

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