

# TREND OF STUDENTS' ACADEMIC PERFORMANCE IN ISLAMIC RELIGIOUS STUDIES IN OGUN WATER-SIDE LOCAL GOVERNMENT AREA OF OGUN STATE, NIGERIA

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**Abstract:** This study examined students' academic performances in Islamic Religious Studies (I.R.S) as recorded in West African Senior Secondary Certificate Examinations (WASSCE) in selected public and private senior secondary schools in Ogun Waterside Local Government Area of Ogun State, South-west Nigeria. The researcher used WAEC results and grading of 2 50 candidates who sat for I.R.S examinations between 2009 and 2013.

The method of sample selection adopted was by random sampling technique from the thirteen (13) public schools and numerous private schools in the area. The instrument used to collect data for the study was an inventory titled Secondary Schools Academic Performance Inventory (SSAPI). The data collected were analyzed using simple percentages with frequency distribution tables showing different data analyses to measure students' performance.

The study revealed that there was a significant and appreciable trend of good results recorded by the candidates who sat for I.R.S WASSCE examination within the years under review especially in cumulative examination results of over 80% and this was attributed to many factors which were also enumerated and discussed.

It was then recommended based on the findings that the state ministry of education, policy makers, school owners and I.R.S teachers should continue to join hands in providing instructional and needed materials under conducive atmosphere to ease teaching and learning of the subject. Researchers are also urged to do more researches and results analyses frequently on the students' academic performances in certification examinations in different areas and regions in order to ascertain the trend of students' successes or failures for better planning and improvement.

**Keywords:** Academic Performance, Islamic Religious Studies, Students, Senior Secondary Schools, Trend.

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## 1. INTRODUCTION

Education is essential for both life and societal development and it involves transmission of values and knowledge through teaching, learning, socialization and enculturation (Salmi Ahmad, 2017:22)

Islam as a divine religion means "peace". Its foundation was built on knowledge about God (Allah) as an obligatory act of worship and comprehension of human value and dignity (Abdullah 1982). Hence, it is incumbent upon every male and female Muslim to seek knowledge. The first verse that was revealed in the Qur'an upon the Noble Prophet Muhammad (Peace and blessing of Allah be upon him) in the year 610 C.E in the city of Makkah connotes "Read – *Iqra*" which could be elucidated to mean "read", seek knowledge" "educate yourself" and so on as contained in Q96:1-5

It has to be noted that Islam accords premium importance and value to education because it makes man to be a right thinker and enables him to receive needed information from external world. Islamic education is one of the best systems of education which makes a Muslim an ethically groomed person with all qualities which he or she possessed. The teaching embedded in Islam is directly given by Almighty Allah (God) through His sent prophets and messengers, thus, a Muslim is always thirsty of knowledge which will make him a well-behaved and productive individual in the society.

Al-Qur'an remains the main and Holy encyclopedic curriculum for all Muslims and the totality of Islamic education is drawn from it as posited by Abduttawab (1980:108) Islam encourages teaching and learning of useful information, hence, the prophet of Islam was quoted to have said that *"All Muslims should acquire useful knowledge even if the distance is as far as China"* (Abdul, M.O, 1982). According to Longman dictionary of contemporary English (2003), "teaching" is defined as the "moral, religious or political ideas of a particular person or group which are taught to other people", therefore, teaching in Islam which means *"Ta'lim"* connotes act of imparting religious and moral knowledge. It was on these premises that Islamic Religious Studies(I.R.S) was planned to be taught in cadres of schools to train the Muslim children the value of religion, the human value and consciousness of being a contributing factor to natural and human development in all facet.

### 1.1 Background of the Study:

Islamic Religious Studies is a subject planned among other elective subjects (Such as Christian Religious Studies and Fine Arts) in Nigerian educational curriculum. Since the inception of 6-3-3-4 system of education which ushered in the implementation of the curriculum under reference, the subject has been taught and learnt in various classes of secondary schools nationwide. However, the score cards obtained as regard this subject enrolment and performances have been relatively worrisome in some quarters while other analyses suggest the upward trend in some locations.

The teaching and learning of any subject in and out of the classroom including I.R.S becomes more effective and meaningful with the usages and adoption of various methodologies, using of relevant instructional materials or teaching aids by competent teacher and provision of conducive environment by the academic planners. The core value of designing Religious Studies (Such as I.R.S) in senior secondary schools (S.S.S) curriculum is to enhance the development of good moral conduct and direct affinity to Supreme Being, Allah (God).

However, the assessment and analysis of students' academic performance in Islamic Religious Studies in S.S.S is in dire need of evaluation to ascertain the progress recorded so far and difficulties that are militating against its better acceptance and results among S.S.S students especially in the Ogun water-side local government area of Ogun state, Nigeria.

### 1.2 Statement of the Problem:

Without mincing words, the trend recorded in term of students' performance in I.R.S could not be juxtaposed with the trend of other core subjects such as English Language and Mathematic because of the numerous problems that have plagued the subject (I.R.S) such as meager number of period allocated, lack of adequate and relevant teaching aids and poor handling of the subject by incompetent teachers.

For this, this research work aims to investigate the trend of students' performances in Senior Secondary Schools in this subject (I.R.S) within a continuous period of five academic sessions.

### 1.3 Purpose of the Study:

The research work is specifically designed to unravel the trend of students' performance in I.S.S among S.S. S students in Ogun waterside local government area of Ogun state in order to:

- i. Empirically ascertain the trend of students' performance in Islamic Religious Studies(I.R.S)
- ii. Recommend further steps to be taken in improving teaching and learning of the subject so as to affect the trend of students' performances positively.

### 1.4 Significance of the Study:

This research will be useful to educational policy makers, government, school managements and the I.R.S teachers in the area of improving students' performances in the subject by identifying both positive and negative trends that are affecting their performances and providing all necessary impetus needed in the subject as embedded in the curriculum. In addition,

this research to the best of researcher's knowledge is the first of its kind in the area of study and on the subject of concern. Therefore, it provides opportunity for a scientific study of phenomenon while ensuring evidenced-based conclusion on the establishment of the reality of the situation on students' academic performance on the subject which has all the years round been based on speculations.

### **1.5 Research Questions:**

The following research questions are raised for the study:

- i. What is the trend of students' enrolment in I.R.S certification examination in the selected senior secondary schools in Ogun-waterside (2009-2013) ?
- ii. What is the data of availability of I.R.S teachers in Ogun-waterside?
- iii. What is the trend of students' academic performance in I.R.S. examination for the last five years in each of the selected senior secondary schools in Ogun-waterside (2009-2013)?
- iv. What is the Students' Cumulative Academic Performances in I.R.S WAEC Examination in the Selected Senior Secondary School of Ogun Waterside Local Government (2009-2013)?

### **1.6 Scope of the Study:**

Ogun waterside local government area of Ogun state is a riverine community populated by indigenes (who are Ijebus) and non-indigenes (of different tribes) from various parts of Nigeria and beyond. The local government headquarters and secretariat is located at Abigi and there are only thirteen (13) government owned secondary schools (Junior & Senior or combined) and various private schools. However, for data effectiveness and research accuracy, this research is limited to only five schools in which I.R.S is constantly offered and registered for in both internal and external examinations. This research used the under-listed schools for the study:

- i- Ahmadiyya High School, Oni.
- ii- Abigi Community Grammar School, Abigi.
- iii- Ibiade Community High School, Ibiade.
- iv- Ilusin Grammar School, Ilusin.
- v- The pathfinder Model Schools, Ibiade (Private school)

## **2. METHODOLOGY**

The methodology used in carrying out this study in collecting data for conducting the research and others are enumerated thus:

### **2.1 Research Design:**

A descriptive survey research design with its root on the adoption of the ex-post-facto research type was used for this study.

### **2.2 Research Population and Area of Study:**

The research was carried out in Ogun-waterside local government area of Ogun state, Nigeria. The population of this study comprised of 250 students who sat for I.R.S in WASSCE in five different schools ( four government schools and one privately-owned school) for five consecutive years between 2009 and 2013. The researcher used the results of candidates who sat for WAEC examinations for data analysis.

### **2.3 Research Instruments:**

The research instrument for this research was a self-designed inventory titled Secondary Schools Academic Performance Inventory (SSAPI). With particular reference to I.R.S, the grades obtained by students in WASSCE for the years (2009-2013) in selected Senior Secondary Schools in Ogun-waterside local government area of Ogun state were used. The raw

grades A1-C6 and D7-E8 were used in this study because it is believed that they would provide authentic and reliable data about the academic performance of students in I.R.S certification examination of WASSCE. As employed by West African Examination Council (WAEC), the grades denote the following:

A1: Distinction (75-100)

B2: Very Good (70-74)

B3: Good (65-69)

C4: Credit (60-64)

C5: Credit (55-59)

C6: Credit (50-54)

D7: Pass (45-49)

E8: Pass (40-44)

F9: Fail (1-39)

However, for grades analysis accuracy, these grades are grouped as:

A1-C6 (Credit grades)

D7-E8 (Pass grades)

#### 2.4 Sample and Sampling Procedure:

The used sampled populations of this study were the candidates who sat for senior secondary certificate examinations (WASSCE) in I.R.S within the years under review. The choice of the five schools among government owned 19 schools and numerous privately owned schools was informed by their consistency in teaching of the subject and enrolment of students for the I.R.S examination between 2009 and 2013, while simple random sampling technique was used in selecting the schools needed for study from different quarters of Ogun waterside local government.

Below is the list of randomly selected schools and the number of candidates registered for I.R.S within the years under review:

**TABLE 1: List of Selected Schools Used for the Study.**

S/N	Names of Schools	Ownership	No of Candidates (2009-2013)
1	Ahmadiyyah High School, (Senior), Oni.	Government	74
2	Abigi Comm. High School, Abigi	Government	38
3	Ibiade Comm. High School, (Senior), Ibiade	Government	55
4	Ilusin Grammar School, (Senior), Ilusin.	Government	63
5	The Pathfinder Model School, Ibiade.	Private	20

#### 2.5 Method of Data Collection:

The researcher visited several schools in Ogun waterside local government area to ascertain the actual schools where I.R.S is offered and sat for in WASSCE and requested for students' I.R.S result analyses for the five years period under review.

Furthermore, a copy of format adopted by Ogun State Ministry of Education, Science and Technology, Department of Planning, Research and Statistics for WASSCE analysis was obtained by from one of the government schools visited and as such, it was used as a reference point by the researcher to perfect the input of the I.R.S results which he had copied from those schools.

In perfecting these result analyses of the students within the year under review, a compilation of WASSCE results of five years was done by the researcher in accordance with the percentile statistics used by the Ministry of Education, Science and Technology with the use of raw scores (of I.R.S certification examination) he obtained from the schools.

### 3. DATA PRESENTATION, ANALYSIS AND RESULTS

In presenting and analyzing data to ascertain the trend of students' academic performances for the years under review, data are presented, tabulated and analyzed according to the research questions that guided the study as follow:

#### 3.1 Research Question One: What is the Trend of Students' Enrolment in I.R.S Certificate Examination in the Selected Senior Secondary Schools in Ogun-Waterside (2009-2013)?

This research question was answered and presented in table 2

**TABLE 2: Students' Enrolment Index (2009-2013) for I.R.S WAEC Examination.**

S/N	Schools	2009	2010	2011	2012	2013	TOTAL
1	Ahmadiyya High Sch,Oni	14	12	18	9	21	74
2	Abigi Comm. High Sch, Abigi	6	12	7	5	8	38
3	Ibiade Comm. High Sch, Ibiade	4	11	20	12	8	55
4	Ilusin Gramm. Sch, Ilusin	8	16	19	11	9	63
5	The Pathfinder Model Sch, Ibiade	3	2	-	9	6	20
	Grand Total	35	53	64	46	52	250

In sequel with table 2 above, the trend of students' enrolment could be explained as follow:

- The total number of students who sat for I.R.S in WAEC May/June Examination for five consecutive years (2009-2013) is just 250 students compared to other elective subjects such as Economics, Yoruba, Civil Education and so on which had Over 2,500 students within the period, hence, I.R.S enrolment recorded only 10% of total enrolment for elective subjects within the period.
- Enrolment in each school within the period for I.R.S is relatively low.
- The trend of enrolment is not stable nor in ascending order but fluctuated within the years under review.
- The enrolment is not encouraging and this may be attributed to the fact that, I.R.S being an elective subject (not a core subject) is not gaining wider acceptance among the students because of its perceived difficulties of learning and mastery of Islamic and Arabic education before someone could excel in it.

#### 3.2 Research Question Two: What are the Trend of Availability of I.R.S Teachers in Ogun-Waterside?

This research question was answered and presented in table 3 and 4

**TABLE 3: I.R.S Teacher's Availability Index (Public Schools)**

S/N	Schools	I.R.S Teachers' Availability	Qualification	Mode of Employment
1	Makun Omi Compr. High Sch Makun Omi	Available	B.A	Full-Time
2	Ibiade Compr. High Sch. Ibiade (Junior &Senior)	Availabe	B.A ED	Full-Time
3	Ilusin Gramm. Sch, Ilusin (Junior & Senior)	Available	N.C.E, B.A	Full-Time
4	Ayila High Sch ( Junior &Senior), Ayila	Unavailable	-	-
5	Abigi Comm. Gramm. Sch, Abigi	Available	B.ED	Full-Time
6	Ahmadiya High Sch( Junior & Senior ) Oni	Available	B.ED	Full-Time
7	St. Kizito's High Sch (Junior & Senior ) Iwopin	Unavailable	-	-
8	Ibiade Comm. High Sch. (Junior &Senior)Ibiade	Available	B.A ED	Full-Time
9	Itebu Manuwa Comm. High Sch, Itebu	Unavailable	-	-
10	Ayede Comp. High Sch, Ayede	Unavailable	-	-
11	Efire Comm. High Sch, Efire	Available	B.A ED.	Full-Time
12	Ode Omi Comm. Gramm. Sch, Ode Omi	Unavailable	-	-
13	Lomiro High Sch, Lomiro	Unavailable	-	-

**TABLE 4: I.R.S Teacher's Availability Index (Some Private Schools in the Area)**

S/N	Schools	IRS Teachers Availability	Qualification	Mode of Employment
1	Pathfinder Model Sch, Ibiade	Available	N.C.E	Part- Time
2	Handmaid Sch. Ibiade	Unavailable	-	-
3	Victory Model College, Tigara, Abigi.	Unavailable	-	-
4	Albarka Model Sch, Ibiade	Available	N.C.E	Part- Time
5	Ansar-Sunnah Model Sch, Abigi	Available	N.C.E	Part- Time

As shown in the above two tables (Table 3 & 4), the trend of I.R.S teachers' availability could be summarized thus:

- Out of 13 public secondary schools in Ogun waterside L.G.A, only seven schools have full-time I.R.S while others have not being provided with I.R.S teachers.
- Majority of private schools sampled by the researcher are using make-shift or part-time teachers to teach I.R.S in their schools
- All I.R.S teachers in the public schools in Ogun waterside are graduates of either Arabic or Islamic studies while most of the teachers teaching the subject in the private schools as sampled by the researcher are either N.C.E certificate holders or holders of Arabic and Islamic schools certificates.
- The available I.R.S teachers in both public and private schools under review are overloaded with the task of teaching the subject from junior secondary school classes (JSS) to senior secondary school classes( SSS)

### 3.3 Research Question Three: What is The Trend of Students' Academic Performance In I.R.S WAEC Examination for the Last Five Years in Each of the Selected Senior Secondary Schools in Ogun Waterside (2009-2013)?

This research question was answered and presented in table 5-9.

**TABLE 5: 2009 I.R.S WAEC Results Analysis in each of the Selected School**

S/N	Name Of Schools	No of Students	Credit Grades	Pass Grades	Credit Grades %	Pass Grade %
1	Ahmadiyya High School( Senior), Oni	14	14	-	100	-
2	Abigi Common.High Sch, Abigi	6	6	-	100	-
3	Ibiade Comm.High Sch, (Senior Ibiade	4	4	-	100	-
4	Ilusin Grammar Sch(Senior)Ilusin	8	7	1	88	12
5	The Pathfinder Model Sch, Ibiade	3	1	2	33	67

In Table 5, the percentile analyses of the performances of students in year 2009 WAEC examination as revealed in the table was high in all selected public schools except in the only private school (The pathfinder) in which the candidates had only 33% credit grade.

**TABLE 6: 2010 I.R.S WAEC Results Analysis in each of the Selected School**

S/N	Name of Schools	No of Students	Credit Grades	Pass Grades	Credit Grades %	Pass Grades %
1	Ahmadiyya High School( Senior), Oni	12	11	1	92	08
2	Abigi Common.High Sch, Abigi	12	9	3	75	25
3	Ibiade Comm.High Sch, (Senior) Ibiade	11	9	2	82	18
4	Ilusin Grammar Sch, (Senior)Ilusin	16	14	2	88	12
5	The Pathfinder Model Sch, Ibiade	2	2	0	100	-

In Table 6, the percentile analyses of the performances of students in year 2010 WAEC examination showed an increase in the number of candidates ( 53 students) compared to 2009 (35 students). It also revealed the significant improvement in the results of the only private school among the schools selected which recorded 100 % performance in credit grades against the remaining schools which had between 75% and 92% performance. Generally, the table shows that the performance of the candidates in year 2010 is encouraging.

**TABLE 7: 2011 I.R.S WAEC Results Analysis in each of the Selected School**

S/N	Name of Schools	No Of Students	Credit Grades	Pass Grades	Credit Grades %	Pass Grade %
1	Ahmadiyya High School( Senior), Oni	18	16	2	89	11
2	Abigi Common.High Sch, Abigi	7	7	-	100	-
3	Ibiade Comm.High Sch, (Senior) Ibiade	20	16	4	80	20
4	Ilusin Grammar Sch, (Senior)Ilusin	19	18	1	95	5
5	The Pathfinder Model Sch, Ibiade	-	-	-	-	-

In Table 7, the analyses of the performances of students in year 2011 WAEC examination shows that no school, even with increased number of candidates for the year(64 candidates) had less than 80% performance in credit grades and this simply implies that the high performance level is maintained

**Table 8: 2012 I.R.S WAEC Results Analysis in Each of the Selected School**

S/N	Name Of Schools	No Of Students	Credit Grades	Pass Grades	Credit Grades %	Pass Grade %
1	Ahmadiyya High School( Senior), Oni	9	9	-	100	-
2	Abigi Common.High Sch, Abigi	5	4	1	80	20
3	Ibiade Comm.High Sch, (Senior) Ibiade	12	9	3	75	25
4	Ilusin Grammar Sch, (Senior)Ilusin	11	11	-	100	-
5	The Pathfinder Model Sch, Ibiade	9	7	2	78	22

In Table 8, the percentile analyses of the performances of the students in year 2012 WAEC examination shows that the high performance of level is relatively maintained in which no school had less than 75% in credit grades.

**Table 9: 2013 I.R.S WAEC Results Analysis in Each of the Selected School**

S/N	Name Of Schools	No Of Students	Credit Grades	Pass Grades	Credit Grades %	Pass Grade %
1	Ahmadiyya High School( Senior), Oni	21	17	4	81	19
2	Abigi Common.High Sch, Abigi	8	8	-	100	-
3	Ibiade Comm.High Sch, (Senior) Ibiade	8	6	2	75	25
4	Ilusin Grammar Sch, (Senior)Ilusin	9	9	-	100	-
5	The Pathfinder Model Sch, Ibiade	6	6	-	100	-

Finally, In Table 9, the percentile analyses of the performances of students in year 2013 WAEC examination shows that the high performance of level is relatively risen up in which 3 out of 5 selected schools has 100% performance in credit grades as we had in 2009. This simply shows the mastery of the examination format and techniques by the teachers handling I.R.S in these schools and the subsequent seriousness of the students towards the examination preparedness.

### **3.4 Research Question Four: What is the Students' Cumulative Academic Performances in I.R.S WAEC Examination in the Selected Senior Secondary School of Ogun Waterside Local Government?.**

According to Aremu and Oluwole (2001), academic performance is the core kernel of educational growth. It is believed to be the process of developing capacities and potentials of an individual to be successful in a specific society, culture or task.

Therefore, the research question about the cumulative trend of students' performance in I. R. S is answered and presented in Table 10 below:

**Table 10: Students' Cumulative Academic Performance (2009-2013).**

Years Of Exam.	No Of Candidates	Credit Grades	Pass Grades	Credit Grades %	Pass Grades %
2009	35	32	3	91	9
2010	53	45	8	85	15
2011	64	57	7	89	11
2012	46	40	6	87	13
2013	52	46	6	88	12
Grand Total	250 Students	220 Credits	30 Passes	88% of Total Result	12% of Total Result

In reference to table 10, the students' cumulative academic performances for the years under review in I.R.S WAEC examination showed positive and upward trend in term of results obtained by the students in which 91% of the students obtained credit grade in 2009, 85% in 2010, 89% in 2011, 87% in 2012 and 88% in 2013 respectively compared to 9% of the students who obtained pass grades in 2009, 15% in 2010, 11% in 2011, 13% in 2012 and 12% in 2013.

The cumulative analysis as shown above also indicates positive trend of performance in which in five consecutive years, 88% of candidates had credit grades while only 12% had pass grades within the same years.

#### 4. BRIEF DISCUSSION OF THE FINDINGS

This research work was able to find the following as summarized below:

- i. The students' enrolment for I.R.S WAEC examination is relatively low and discouraging compared to other subjects
- ii. The availability of I.R.S teachers in both public and private schools is inadequate.
- iii. The students results analyses in I.R.S WAEC examination between 2009 and 2013 shows that the students performed credibly in which 88% of the students had at least credit grades in the subject( see Table 10)

#### 5. CONCLUSION

Considering the findings of this study, it was concluded that the trend of students' academic performances in I.R.S WAEC examination in the selected senior secondary schools in Ogun waterside between 2009 and 2013 is highly commendable even with the presence of many factors which are believed to be influencing the students' greater performances.

Thus, the study shows that, students' good performances were correlated with the provision of manpower and facilities needed in the subject even if they are not enough as expected.

It is then envisaged that there should be more continuous inter-personal relationship between the schools, the owners, the policy makers and I.R.S teachers and their students to enhance better learning condition and academic excellence not only in Ogun Waterside alone, but in Nigerian secondary schools as a whole because, success of any organization like school depends heavily on the quality of teachers, leadership and availability of resources.

#### 6. RECOMMENDATION

The following recommendations are suggested:

- i. The number of allocated periods for the subjects should be increased in order to cover the I.R.S' syllabus as prepared by NERDC before examinations.
- ii. The subject should be handled ONLY by qualified and dedicated I.R.S teachers.
- iii. The I.R.S syllabus for senior secondary classes should be divided into yearly and termly basis in order to assist both the teachers and the students to cover more ground before any certificate examination.



- iv. The results obtained by the students in WAEC or other examinations should always be collated and analyzed on yearly basis in both public and private schools to ascertain the trend of students' performance in the subject.
- v. The I.R.S curriculum should be upgraded to accommodate the students' activities in class.
- vi. Adequate and functional instructional materials, comprehensive and easily accessible books should be procured for teaching and learning by the government, parents and the school owners.
- vii. Muslim students in senior secondary schools should be encouraged to offer I.R.S in order to develop their God-consciousness, piety and love of humanity.

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