IMPACT OF USING E-LEARNING TECHNIQUE ON STUDENTS' PERFORMANCE IN ISLAMIC STUDIES IN JUNIOR SECONDARY SCHOOLS ADAMAWA STATE NIGERIA.

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Abstract

The study is on the Impact of Using E-Learning Technique on Students' Performance in Islamic Studies in Junior Secondary Schools Adamawa State Nigeria. The study used quasi-experimental design and pre-test/post-test for testing experimental and control group before and after the treatment. The statistical population of the study included 117 students who were from two separate schools/classes. 65 students were selected from the experimental group and 52 were selected from the control group. Alim Software for Teaching Qur'an and Hadeeth (ASTQH) was used as instruments for data collection. Related t-test was used for hypothesis one and independent t-test for hypothesis two. Results of data analysis using paired t-test and independent t-test (aided by SPSS version 22) demonstrated significantly higher scores for the experimental group against the control group. Then, it is concluded that e-learning is effective and has significant impact among Islamic Studies students compared to those taught using conventional method. The study makes some recommendations as; Teachers should implore the use of e-learning, since it was found suitable for students in teaching Islamic Studies, the software should also be implore to other subjects, curriculum planners should recommend the use of e-learning to all subjects in all levels of education and should provide the means of using it during their planning, more especially with this deadly disease (COVID 19) which experts have warned as if care is not taking into consideration the second wave would be more dangerous than the first one. Therefore, State/Local Governments should support this innovation by providing adequate funds for e-learning equipment in all educational levels.

Keywords: e-Learning, Hadith, Tool, Teaching, Higher Education Institutions

Introduction

There is no doubt the nations have faced and facing the deadly virus or pandemic (COVID 19) and it continues to have significant effects on all sectors of human life such as: economic, health, social interactions, education among others in 2019 and beyond it, which in many developed and developing countries closed almost all of their sectors for many months, most especially institutions of learning. Therefore, due to this world deathly disease, educationist continue to search for easy way and lasting solution in future coming

in education sector if it will occur again. In this issue technology becomes the only strategy to be used in tackling any future occurrences that can lead to closure of leaning institutions in coming future.

So, man agreed that technology has become one of the most essential components to surviving in the modern world and continues to affect almost every facet of our life (Bakeri Abu Bakar and Saleh, 2010). Similarly, the field of education in particularly dependent on new and evolving forms of technology, and correspondingly, the adoption and adaption of such new tools also merit the attention. Almekhlafi and Almeqdadi (2010) have stated that over the past few decades, this area has continued to expand with many researchers exploring the various opportunities to maximise its efficient use. Likewise, it is evident from the research carried till date, that computer has become a prominent tool in the teaching learning process in the schools irrespective of the field (Al-Khathlan cited in Alsharidah, 2018).

However, Nigeria as a country was not left behind is searching way and solution for developing her coming citizen in future as in Federal Republic of Nigeria (2014) stated that in recognition of the prominent role of Information Technology (IT) in advancing knowledge and skills necessary for effective functioning in a knowledge driven world, government shall provide adequate infrastructure and develop capacity for effective utilization of Information Technology (IT) to enhance the delivery of Basic education in Nigeria. In this above statement it shows clearly that technology is the only tool nowadays can be used in solving many problems that an individual or nation is facing in terms of security, agriculture, health, creating many jobs for applicants, quick and easy teaching and learning among others.

Furthermore, in many countries where their leaders are so serious education got a lion share such as taking into cognisance the importance of technology in day today life, ten years ago, the late King Abdullah Bin Abdul Aziz allocated the substantial amount of $US2.4 billon to initiate a project that prioritised a digital curriculum for the nation's educational system (Alsharidah, 2018). The aim of the project was to integrate technology in the classroom and to provide professional development for teachers (Ministry of Education and Ministry of Higher of Education, 2008)

E-learning can be defined as the online delivery of information for purposes of learning, training and knowledge management. Olaniyi cited in Fayomi, Ayo, Ajayi and Okorie (2015) defined e-learning as all about learning that occurs the use of computer connected or unconnected with internet. To them e-learning could be through the aid of a computer with internet connectivity or offline through CD-ROM among others. Wantling, Weight, Gallaher, Fleur, Wang, and Confer cited in Zare, Sarikhani, Salari and Mansouri (2016) have define e-learning as acquisition of the disseminated knowledge using electronic devices. It can be said that e-learning refers to the use of systems of electronic education such as computer, internet, multimedia disks, electronic magazines, virtual newscasts, and etc. In addition, whose purposes are to reduce time and expenses and achieve better, faster, and easier learning (Zare. Sarikhani, Sarikhani, and Babazadeh, 2015).

Basically, it will utilize all the computer and network to transfer the knowledge and skills that are required by user (Mohammed, 2012). Therefore, when someone wish for any information or learn new things, they are able to explore any kind of information all the

way through the internet. Muhammad, (2013) hold an opinion that e-learning is becoming one of the main tools for the educational process in most of the organizations in all over the world. Almost all organizations have been transformed from traditional learning to e-Learning. Clearly, to educationists a technology- based teaching and learning offers various interesting ways which includes educational videos, stimulation, storage of data, the usage of databases, mind-mapping, guided discovery, brainstorming, music, World Wide Web (www) that will make the learning process more fulfilling and meaningful (Finger and Trinidad, cited in Ghavifekr and Rosdy, 2015).

Therefore, e-learning referred to learning with technologies through the use of educational software in CD, web-based, online learning, computer-based training (CBT), most recently mobile learning (m-learning) among others (Azham, 2014), also, Steeples cited in Al-Maqtri (2014) shared the same view Azham, (2014) that e-learning covers a wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. He further includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio- and videotape, satellite. Consequently, with the advancement of nowadays, technology Islamic scientists have designed various applications related to Hadith studies includes websites and applications. Learning Hadith is substantial to all Muslims as it is a prominent source after Al-Quran, the recent development of smart technologies in era ICT nowadays such as smartphone and digital devices have adopted a new learning style which enabled people to learn anywhere at any time (Mohd-Zaidi and Hoque, 2019).

Although, Ramakrisnana, Yahyaa, Hasrola, and Abdul Aziz (2012) have stated that one of the e-learning methods, students need to learn through instruction given in the web, but human are still not comfortable to learn without the presence of an instructor. So, they advise the lecturers or teachers are required to look for any commercially available CD / online learning, bring it to the class and ask the students to learn using e-learning method. Similarly, researchers, came out with various online features in the education system, electronic education or e-learning have brought a new quality in the educational process (Simonova, Poulova, and Bilek, 2014). To this point a reader would really understand that e-learning has significant impact on students' performance in all subjects if qualify instructor can gives appropriate guiding to the learners during classes sessions and beyond it.

Therefore, lecturer or teacher should assist any part of the learning which a limitation to e-learning such as explaining, answering questions or translating (where required). Based on the above quotations electronic learning or e-Learning is the process of providing courses on the internet or an intranet. In addition, the presence of Islam on the Internet is very impressive where Muslims have been using the Internet for everything imaginable and in all different aspects of life from spreading their religion to educating themselves about their religion and communicating with another (Muhammad and Yasser cited in Mohd-Zaidi, and Hoque, 2019). Hence, no wonder electronic learning application launched and has been widely used today as one of the current learning methods in line with technological advances (Mohd-Zaidi, and Hoque, 2019).

The term "Islamic Studies" denotes the systematic study of Islam both as a religion (al-din) and as a civilization (al-hadarah) through the integration of the major disciplines of *Usul al-Din* (Islamic theology), *Shari`ah* (divine law), *Akhlaq* (ethics), with *da'wah*

(Islamic missionary work), Arabic language and its literature. (Mohd-Zaidi and Hoque, 2019). However, studying Islamic Studies in Nigeria schools from primary, junior Secondary Schools is compulsory, as stated in Federal Republic of Nigeria (2014) to:

1. The objectives of primary education are to:
    a. Install social, moral norms, values in the child.
2. The objectives of primary education are to:
    a. Inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour and
    b. Inspire national consciousness and harmonious co-existence irrespective of difference in endowment, religion, ethnic and socio-economic background.

Therefore, teaching religion studies are introduced the tech moral values and create room for irrespective of difference in religion, tribe, region and others, this is main reasons that National policy of Education in Nigeria makes it compulsory for primary and junior secondary schools, so that a child would have habit of tolerance of one another. So, this study revealed the teaching tools used for teaching courses in e-learning through the use of Alim Islamic Knowledge Platform (AIKP). The software focused around various Islamic content, including the Quran, it's translations and recitations, Authentic Hadith Translations, Prayer Time, Qibla Compass, Zakat Calculator, Islamic history and complete Islamic Guide. Provides tools for studying Islam and memorizing the Quran at junior secondary schools in Adamawa State.

Statement of the Problem

In December 2019 the people of the world had experienced a strange issue which leads to almost total lockdown of many sectors include; industries, social centres, economic institutions, institution of learning among others due to pandemic virus of COVID 19, parents, stakeholders and teachers have also experienced the backward in the performances of their students both elementary to higher levels of learning in Nigeria. In some developed nations alternative ways were used in teaching and learning even in a state of war or natural disaster, but unfortunately, in Nigeria students stayed almost seven months or more such as in the cases of public universities up to ten or eleven months due to Academic Staff Union of Universities (ASUU) strike.

Therefore, the researcher, used electronic learning or e-learning as named referred through the aid of Alim CD-ROM software for Windows in teaching Hadith and Qur'an so that if something similar to this might happen in the future students' performance or teaching and learning as the backbone of every development would not be affected either due to any pandemic of man-made disaster.

So, in line with the aforementioned problems, the researchers intend to use e-learning or electronic learning with the aid of Alim CD-ROM software in order to find the lasting solution to these existing problems.

Objectives of the Study

The research was guided with two objectives on the Analysis of Impact of Using E-Learning Technique on Students' Performance in Islamic Studies in Junior Secondary Schools Adamawa State Nigeria. The study sought to:

1. determine the pre-test and post-test performances of students taught Qur'an and Hadeeth with the aid of Alim CD-ROM software in Junior Secondary Schools Adamawa State Nigeria;
2. determine the performances of students taught Qur'an and Hadeeth using Alim CD-ROM software and those taught using conventional technique in Junior Secondary Schools Adamawa State, Nigeria.

Research Questions

This study was guided by the following research questions:

1. What are the differences in the pre-test and post-test performances of Students taught Qur'an and Hadeeth with the aid of Alim CD-ROM software in Junior Secondary Schools Adamawa State Nigeria?
2. What are the differences in the performances of Students taught Qur'an and Hadeeth using Alim CD-ROM software and those taught using conventional technique in Junior Secondary Schools Adamawa State, Nigeria?

Null Hypotheses

From the research questions raised, the following hypotheses were formulated and tested at 0.05 level of significance.

Ho_1. There are no significant differences in the pre-test and post-test performances of Students taught Qur'an and Hadeeth with the aid of Alim CD-ROM software in Junior Secondary Schools Adamawa State Nigeria.

Ho_2. There are no significant differences in the performances of Students taught Qur'an and Hadeeth using Alim CD-ROM software and those taught using conventional technique in Junior Secondary Schools Adamawa State, Nigeria.

Significance of the Study

The research will benefit the following the impact of integrating electronic learning in schools to Students, teachers, curriculum planners, parents, publishers and proprietors among others. Also, e-learning is one of teaching technique that emphasised more on students' centre which is the type learning that educationists are making emphasis on. Similarly, the finding of this study would be more beneficial to governments at all levels to more fund on the using of technology for developing her citizen now and future coming,

Methodology

The pre – test, was used in knowing the level of students before using the software in experimental group, while post–test was used in testing both the experimental and control group. Similarly, the design adopted is quasi–experimental design, Aliyu (2016), Ofo, Cook and Campbell cited in Usman (2019) have stated that when using an intact class or classes the appropriate for handling it is quasi-experimental. Therefore, it should be noted that the non-equivalent control groups were involved, both groups were post-tested, although experimental or treatment group was tested twice (pre-/post-tests) while the control group was tested once at end to compare it with the treatment class. The population of students is three thousand two hundred and eighty-nine (3289) from Junior secondary schools within Mubi-north and south Local government areas. Two intact classes were used with the sample size of one hundred and seventeen (117) from two schools these are; Goni Bello Islamic Education Centre and Nurul Yaqeen Islamic

Education Centre. Therefore, Goni Bello 52 stands for control group while Nurul Yaqeen 65 stands for experimental groups. The instrument used is Alim Software for Teaching Qur'an and Hadeeth (ASTQH) for testing students' performance in Junior secondary Schools in Adamawa State. The instrument contains has two parts, section A for identifying the rules and regulation of recitation of Qur'an while section B for identifying the authenticity of Hadeeth. Eight lesson plans were developed for both experimental and control groups, experimental group was taught with Alim CD-ROM software, while control group was taught with conventional method in Qur'an and Hadeeth. The findings determined the impact of Impact of Using E-Learning Technique on Students' Performance in Islamic Studies in Junior Secondary Schools Adamawa State Nigeria, among the variables.

Procedure for Data Analysis

In this study means and standard deviations were used to answer the research questions, while in testing hypotheses related t-test was used for hypothesis one and independent t-test for hypothesis two.

Descriptive Analysis

In order to answer the research questions descriptive statistical analysis was done using means and standard deviation.

Research Question 1: What are the differences in the pre-test and post-test performances of Students taught Qur'an and Hadeeth with the aid of Alim CD-ROM software in Junior Secondary Schools Adamawa State Nigeria?

Table 1: Descriptive Statistics of Mean and Standard Deviation for Research Question One (pre-test and post-test)

Groups	N	Mean	Mean Differences	Std. Deviation
pre-test	65	38.22	20.30	8.713
post-test	65	58.52		16.109

Table 1 revealed the result of pre-test mean scores as 38.22 with the standard deviation of 8.713, while 58.52 is obtained as the mean scores of post-tests with the standard deviation of 16.109. Therefore, the mean differences exist between pre-test and post-test as 20.30, based on this the post-test mean scores are far better than the pre-test mean scores. This shows there is significant impact in the performances of Students taught Qur'an and Hadeeth with the aid of Alim CD-ROM software in Junior Secondary Schools Adamawa State, Nigeria.

Research Question 2: What are the differences in the performances of Students taught Qur'an and Hadeeth using Alim CD-ROM software and those taught using conventional technique in Junior Secondary Schools Adamawa State, Nigeria?

Table 2: Descriptive Statistics of Mean and Standard Deviation for Research Question Two (Experimental and two control groups)
Descriptive

Groups	N	Mean	Mean Differences	Std. Deviation
Experimental	65	58.52	20.30	16.109
Control	52	41.79		9.767

Table 2 revealed the outcome performances for experimental and two control classes. The experimental class was taught with Qur'an and Hadeeth with the aid of Alim CD-ROM software obtained the highest mean of 58.52, while control class was taught Qur'an and Hadeeth with conventional method has the mean score of 41.79, similarly, 20.30 is obtained as the differences between the two groups. Therefore, those taught Qur'an and Hadeeth using Alim CD-ROM software performed better than those taught using conventional method in Junior Secondary Schools Adamawa State, Nigeria.

Consequently, teaching students with the aid of Alim CD-ROM software has significant impact on students' performance since it enhances students' ability in verifying and authenticating authentic Hadeeth against weak Hadeeth also, it help students in understanding accurate translation and meaning of Qur'anic verses as it is.

The study made use of paired t-test for comparing between pre-test and post-test for testing hypothesis one, although independent t-test is used for testing hypothesis two.

Null Hypothesis 1: There are no significant differences in the pre-test and post-test performances of Students taught Qur'an and Hadeeth with the aid of Alim CD-ROM software in Junior Secondary Schools Adamawa State Nigeria.

Table 3: Paired Samples t-test for hypothesis one (Pre-test and Post-test)

Paired Samples Statistics					
Groups	N	Mean	Mean Dif.	Std. Dev.	Sig. (2-tailed)
pre-test	65	38.22	20.30	8.713	.000
post-test	65	58.52		16.109	

Table 3 revealed the mean scores of pre-test and post-test students, the pre-test mean score is 38.22, while the post-test mean is 58.52 and 20.30 was obtained as differences between the two tests, the null-hypothesis which stated there are no significant differences in the pre-test and post-test performances of Students taught Qur'an and Hadeeth with the aid of Alim CD-ROM software in Junior Secondary Schools Adamawa State Nigeria is rejected. Since the p-value obtained is 0.000 (P<0.05), therefore, significant differences do exist in the performances of students in post-test compared to pre-test because of the P<0.05 is less than the alpha value of .05 level of significance, so e-learning with the aid of Alim CD-ROM software has significant impact on students' performance.

Null Hypothesis 2: There are no significant differences in the performances of Students taught Qur'an and Hadeeth using Alim CD-ROM software and those taught using conventional technique in Junior Secondary Schools Adamawa State, Nigeria.

Table 3: Independent t-test for hypothesis two (Experimental and Control)

Groups	N	Mean	Mean Dif.	Std. Dev.	Sig. (2-tailed)

Experimental	65	58.52	20.30	16.109	.000
Control	52	41.79		9.767	

Table 4 shows that there are differences in the performances of students taught Qur'an and Hadeeth using Alim CD-ROM software and those taught using conventional method. The statement the null-hypothesis which stated there is no there are no significant differences in the performances of Students taught Qur'an and Hadeeth using Alim CD-ROM software and those taught using conventional method in Junior Secondary Schools is rejected. Thia is due to the p-value is 0.000 (P<0.05), therefore, teaching students with e-learning technique has significant impact on students' performances compared to those taught using conventional method.

Discussion of Findings

Table 1 revealed the result of pre-test and post-test mean scores, therefore, the mean differences exist between pre-test and post-test as 20.30, based on this the post-test mean scores are far better than the pre-test mean scores. This shows there is significant impact in the performances of Students taught Qur'an and Hadeeth with the aid of Alim CD-ROM software, similar, study was conducted on the impacts of e-learning in facilitating academic performance among private secondary schools and tertiary institutions in Ota, Ogun State, Nigeria by Fayomi, Ayo, Ajayi and Okorie (2015), the findings from the study of the suggests that there exists a significant relationship between e-learning motivated studies, self-development and academic performance. Therefore, from the result it is clear that e-learning facilitated studies significantly improve academic performance, learning process and self- development.

Table 2 revealed the outcome performances for experimental and two control classes, as indicated 20.30 is obtained as the differences between the two groups. Consequently, teaching students with the aid of Alim CD-ROM software has significant impact on students' performance since it enhances students' ability in authenticating authentic Hadeeth against weak Hadeeth also, in understanding accurate translation and meaning of Qur'anic verses as it is. The finding is in line with the works of Keshavarz, Rahimi and Esmaili (2013) who concluded that e-learning has a positive impact on academic achievements of students. of Keshavarz *et-al* also found that learning and recollection of students who were educated to multimedia methods, is more than learning and recollection of students who were educated in the traditional methods.

Moreover, Table 3 revealed the mean scores of pre-test and post-test students, the pre-test mean score is 38.22, while the post-test mean is 58.52 and 20.30 was obtained as differences between the two tests, the null-hypothesis which stated there are no significant differences in the pre-test and post-test performances of Students taught Qur'an and Hadeeth with the aid of Alim CD-ROM software in Junior Secondary Schools Adamawa State Nigeria is rejected. This result is line with the study conducted by Zakaria and Mamat (2017) which targeted the understanding and implementation of e-learning among lecturers, and the factors of lecturers' participation as the main focuses in their study. The findings showed that the main factors which influence the implementation of e-learning among lecturers are the enforcement of college itself to implement e-learning and the positive attitude of lecturers towards the use of technology.

Lastly, Table 4 shows that there are differences in the performances of students taught Qur'an and Hadeeth using Alim CD-ROM software and those taught using conventional method. The statement of the null-hypothesis which stated that there is no significant differences in the performances of students taught Qur'an and Hadeeth using Alim CD-ROM software and those taught using conventional method is rejected. Review of studies conducted in the field of e-learning application and its impact on learning and creativity by Hosseini, Seyed-Saeed, Nasram, Esmailpour, and Ashoori, (2015) supported the use of this teaching method in the teaching-learning process could lead to the effectiveness of training and it enhanced students' performance.

Furthermore, with a review of research by Wheeler, Waiter, and Bromfield (2002), Delavar and Ghorbani (2011), Banihashem, Farokhi-Tirandaz, Shahalizadeh, and Mashhadi (2014), Zanganeh, Moosavi, R. and Badali, M. (2014), and Badali, M., Dana-Mazrae, Farokhi-Tirandaz, and Herfeh-Doost, (2014) and also with reference to the above findings, it can be seen that explaining the effectiveness of self-directed e-learning on students' learning can be expected. These researchers concluded that, e-learning method used in teaching subjects such chemistry, mathematics, physics, biology has significant impacts on students' performance and it is effective at developing subject content knowledge as well as creativity. The finding of the study is also in line with the findings of Zare, Sarikhani, Salari, and Mansouri, (2016). Which confirm that the use of self-directed e-learning can be effective for student's learning on basic chemistry and creativity. It results make used of comparison between groups indicates that the self-directed e-learning group achieves better marks in chemistry and their creativity is higher than the traditional group.

Conclusion

In conclusion, the studies mentioned indicated that electronic or e-learning has significantly impacted on students' performance as in this study the researchers concluded that students taught with Alim CD-ROM software performed better than those taught using conventional method. This is due to all stated hypotheses were rejected, also the mean score of experimental group is far better than the mean score of control group that taught with conventional method, therefore, the recommended the following below to stakeholders. Lastly, using e-learning technique would give room for tackling issues of lockdown that many countries faced up to closure of institutions of learning and other gathering programs.

Recommendations

The researcher in line with the findings recommended the following:

1. Teachers should implore the use of e-learning, since it was found suitable for students in teaching Islamic Studies, likewise should be implore to other subjects.
2. Curriculum planners should recommend the use of e-learning to all subjects in all levels of education and should provide the means of using it during their planning, more especially with this deadly disease which experts have warned as if care is not taking into consideration the second wave would be more dangerous than the first one.
3. The State/Local Governments through the ministry of education should organise training, workshop for the teachers on how to use technology in teaching, also on

the application and utilisation of using educational software, this would enhance learning and can boost students' performance.

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