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**COOPERATIVE LEARNING METHOD AND EFFECTIVE DELIVERY OF ISLAMIC  
STUDIES INSTRUCTIONS AT THE SENIOR SECONDARY SCHOOL LEVEL IN  
EDUCATION DISTRICT III, LAGOS**

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**COOPERATIVE LEARNING METHOD AND EFFECTIVE DELIVERY OF ISLAMIC STUDIES INSTRUCTIONS AT THE SENIOR SECONDARY SCHOOL LEVEL IN EDUCATION DISTRICT III, LAGOS**

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**Abstract**

The study was guided by Collaboration Integration Theory by Strom and Strom (2002). The study adopted Solomon Four-Group quasi-experimental design. The sample size for the study was seventy-four (74) Islamic Studies students. The research instruments used were achievement tests and questionnaire for collection of data. The data obtained were analyzed using mean, standard deviation and independent t-test at 0.5 level significance. The study revealed among others that: cooperative learning method has significant effect on students' attitude towards learning of Islamic Studies in senior secondary schools in Education District III, Lagos; and the use of cooperative learning method have significant effect on students' academic achievement in Islamic Studies in senior secondary schools Education District III, Lagos. The study concluded that cooperative learning method has significant effect on students' attitude to learning and academic achievement in Islamic Studies in senior secondary schools in Education District III, Lagos. The study recommended among others that Islamic Studies teachers should use cooperative learning method for the delivery of Islamic Studies instructions in senior secondary schools; and principals should ensure that Islamic Studies teachers always utilize student-centred methods such as cooperative learning methods for the implementation of Islamic Studies curriculum content at the senior secondary schools' level.

**Introduction**

The curriculum content of school subjects such as Islamic Studies are taught by teachers to aid students' acquisition of appropriate knowledge, skills and attitude which will make the students useful for themselves and the society at large. This is an indication that teachers have significant roles to play, especially in the systematic translation of the curriculum content of any subject into

concrete realities. The presentation of content of Islamic Studies curriculum requires the use of appropriate teaching method(s) for effective teaching and learning to take place. Using appropriate teaching methods is key to the effective delivery of its subject matter, content and instructional materials, while using inappropriate methods may promote students' negative attitude towards learning and hinder understanding of instructions and academic achievement.

Islamic studies as a school subject has a dual nature, apart from its academic responsibility on the learner, it occupies an important religious role in the learners. The danger in this is that if the subject is poorly taught using inappropriate method(s), the study of the subject could lead to its fractionalization with other subjects. Thereby, its value will be reduced to only a religious-based subject. Also, effective delivery of Islamic studies instructions may lead to better understanding of lessons and academic achievement among students in secondary schools. Hence, the need to utilise effective methods for the teaching and learning of the Islamic studies at the senior secondary school level. These methods include cooperative learning method for the delivery of instructions in senior secondary schools.

Cooperative learning method is an instructional strategy in which students work together in small groups to help each other learn academic content (Slavin, 2014). This method allows students with diverse academic abilities to work together in smaller groups with the intention of achieving a common goal under the guidance of their teachers. Cooperative learning method involves the use of jigsaw, think-pair-share and group investigation methods. The use of cooperative learning method allows collaboration and active participation among learners. According to Ajaja and Mezieobi (2018), cooperative learning method improves students' understanding and is suitable for all ages and genders. It may also enhance students' understanding of Islamic studies curriculum content which will improve their academic achievement in Islamic studies at the senior secondary school level.

Academic achievement is a term used to describe how well students perform in their studies. According to Narad and Abdullah (2016), academic achievement is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period. The measure for assessing students' level of academic achievement is through achievement tests/examinations and observations (Ernest-Ehibudu & Oporum, 2013). This means that academic achievement is the outcome which indicates the extent

to which a learner has accomplished specific goals which are the focus of the given activities in the classroom.

The teaching methods adopted by teachers determine students' performance in school subjects such as Islamic Studies. The importance of cooperative learning lies in its ability to make learners active participants in the teaching and learning process. This method has the tendency to improve students' attitude towards learning, understanding of lessons and academic achievement. It is against background that this paper investigated cooperative learning method and effective delivery of Islamic Studies at the Senior Secondary School level in Education District III, Lagos.

### **Statement of Problem**

The importance of using appropriate teaching methods or strategies for the teaching and learning of Islamic Studies cannot be underestimated. This is since the use of inappropriate teaching methods may which lead to students' poor attitude to learning and poor academic achievement in Islamic Studies at the senior secondary school level. Continuous use of inappropriate method by Islamic Studies teachers will hinder actualization of the objectives of teaching Islamic Studies. This constitutes a significant problem that needs to be addressed. Effective learning of Islamic Studies cannot take place in senior secondary schools without the use of appropriate teaching methods such as cooperative learning method which can create a pleasant atmosphere that can stimulate students to learn Islamic Studies effectively for better academic achievement. There are many studies on cooperative learning methods in relation to students' academic performance. However, the available literature shows that there are limited studies that examined the effect of cooperative learning method on students' academic achievement in Islamic Studies at the Senior Secondary school level, particularly in Lagos State, and specifically in Education District III, Lagos. This is the gap filled by this study. Consequently, this paper, investigated cooperative learning method and effective delivery of Islamic Studies instructions at the Senior Secondary School level in Education District III, Lagos.

### **Literature Review**

#### **Concept of Cooperative Learning Method**

Cooperative learning is a method that involves students working together in small groups. Ajaja and Eravwoke (2012) defined cooperative learning as a way of learning in which students of different ability levels work together in small groups to achieve a goal. Cooperative learning is a process aimed at facilitating the achievement of a specific end product or objective through people

working together in groups (Şimek, Byılar & Kucuk, 2013). Slavin (2014) defined cooperative learning method is an instructional strategy in which students work together in small groups to help each other learn academic content. Similarly, Ajaja and Mezieobi (2018) defined cooperative learning as a teaching strategy that organizes students in small groups so that they can work together to maximize the learning of others. Cooperative method as used in this study is an instructional method in which Islamic Studies students work in smaller groups to accomplish lesson/learning objectives with the guidance of their teacher.

### **Cooperative learning method and Students' Attitude towards Learning of Islamic Studies in Senior Secondary Schools**

Cooperative teaching methods have tendency to enhance students' attitude towards learning of any school subject. Iqbal (2004) investigated the effectiveness of cooperative learning on academic achievement of secondary school students in Mathematics. The study aimed at examining the effect of using cooperative learning on students' performance. The study adopted a quasi-experimental design. Data was collected through administration of achievement test. The data collected were analysed using independent t-test and ANOVA. The study found among others that cooperative learning is more effective as a teaching learning technique compared to the traditional method and can improve students' attitude towards school subjects. Ajaja and Eravwoke (2012) carried out a study on the effects of 5E learning cycle on students' achievement in biology and chemistry. The study adopted quasi-experimental design. The data collected in the study were analysed using independent t-test at 0.05 level of significance. The study found among others that cooperative learning when used as an instructional strategy will bring about significant improvement in students' achievement and attitude towards school subject; and the study found no significant difference in achievement scores between male and female students in the cooperative learning group. This implies that using combined methods will have positive effect on students' attitude towards learning of Islamic Studies.

### **Cooperative Learning Method and Students' Academic Achievement in Islamic Studies in Senior Secondary Schools**

Bahrin, Ong, and Samngani (2018) investigated the effectiveness of cooperative learning STAD method (student teams-achievement division) on the achievement in Islamic Religious Education. The study used a quasi-experimental pre-test post-test control group design involving a total of 44

form two students (24 students in the experimental groups and 20 students in the control group) at a boarding school at Perak. Given the significance in the pretest, the posttest data were analyzed using ANCOVA (Analysis of Covariance). The results from the ANCOVA analysis indicated that the experimental group that follow through the STAD method achieved a statistically significantly higher adjusted mean compared to the adjusted mean achieved by the control group. Similarly, Ajaja and Mezieobi (2018) examined the effect of cooperative learning strategy on student's performance in Social Studies. The study adopted a quasi-experimental research design. The sample size for the study consisted of one hundred and twenty-two (122) Junior Secondary School II Social Studies students, selected from two secondary schools in Obio/Akpor Local Government Area, Rivers State. The instrument for data collection was a multiple type objective test titled: Social Studies Performance Test (SSPT). The instrument was validated by two experts and had a reliability index of 0.87 obtained through the use of Pearson product moment correlation. Two research questions and two hypotheses were formulated to guide the study. The collected data were analyzed using adjusted mean and standard deviation to answer the research questions, while Analysis of Covariance (ANCOVA) was used to test the null hypothesis at alpha level of 0.05. The result of the study showed that students performed highly using cooperative learning instructional strategy irrespective of ability level. The studies reviewed in this section show that the use of cooperative learning method has tendency to enhance students' academic achievement in Islamic Studies in Senior Secondary Schools.

### **Cooperative Learning Method and Gender Difference in Students' Academic Achievement in Islamic Studies in Senior Secondary Schools**

A study by Ajaja and Mezieobi (2018) investigated the effect of cooperative learning strategy on student's performance in Social Studies. Quasi-experimental research design was employed in the study. The sample size for the study consisted of one hundred and twenty-two (122) Junior Secondary School II Social Studies students, selected from two secondary schools in Obio/Akpor Local Government Area, Rivers State. The instrument for data collection was a multiple type objective test titled: Social Studies Performance Test (SSPT). The instrument was validated by two experts and had a reliability index of 0.87 obtained through the use of Pearson product moment correlation. Two research questions and two hypotheses were formulated to guide the study. The collected data were analyzed using adjusted mean and standard deviation to answer the research questions, while Analysis of Covariance (ANCOVA) was used to test the null hypothesis at alpha

level of 0.05. The study found among others that cooperative learning methods improve students' understanding and is suitable for all ages and genders. This implies that cooperative learning methods have a tendency to enhance students' academic achievement irrespective of gender.

Likewise, Salihu, Usman and Buhari (2020) examined the effect of gender on Upper Basic Social Studies students' academic achievement in educational field trips learning environment in Kaduna State, Nigeria. The design of the study was the non-equivalent pre-test post-test control group type of quasi experiment. The population of the study consisted of junior secondary school students in Zaria Education Zone, Kaduna State, Nigeria numbering 26,322. Also, 60 students consisting of 30 males and 30 females were purposively sampled from JSSII in the following schools which were tagged "experimental group": Government Junior Secondary School, Aba and Government Junior Secondary School Muchiya, Sabon-Gari. The data collection instrument was Social Studies Achievement Test (SOSAT). The content and construct validity were ascertained by experts in Social Studies, language and test and measurement. The reliability coefficient index power of the instrument stood at 0.81 determined using Pearson Product Moment Correlation Coefficient (PPMC). The data analysis tools were mean and standard deviation used in answering the question posed while t-test independent samples was used in testing the null hypothesis postulated at 0.05 alpha. The study found no significant difference between the mean academic achievement scores of male and female students taught Social Studies using educational field trip.

### **Theoretical Framework**

This paper is guided by Collaboration Integration Theory. Collaboration Integration Theory (CIT) was propounded by Strom and Strom (2002). The theory is a new model of learning and instruction which promote effective teaching and learning of any school subject through the use of cooperative learning method. CIT has the following assumptions: students need to practice the teamwork skills that are required in the work place; perspective is enriched by incorporating learning sources from outside the school; cultural and generalisational difference in perspective deserve students' consideration; assigning separate roles to team members increases the scope of group learning; accountability can be determined by how well students perform particular roles; and individual productivity can be motivated by anonymous recognition from peers. CIT emphasizes that students must move from passive to active participation in the classroom activities. It also lays emphasis on encouragement of thinking among learners to reduce boredom in teaching and learning activities. The method of instruction for implementing CIT is known as Cooperative Learning Exercise and Roles (CLEAR). This implies that

the theory can be used to explain the effect of cooperative learning method on effective delivery of Islamic Studies instructions at the Senior Secondary School level. Hence, CIT was adopted to guide this study.

### **Purpose of Study**

The purpose of this paper was to investigate cooperative learning method and effective delivery of Islamic Studies instructions at the Senior Secondary School level in Education District III, Lagos. Specifically, the objectives of the study were to:

1. examine the effect of cooperative learning method on students' attitude towards learning of Islamic Studies in senior secondary schools in Education District III, Lagos;
2. establish the effect of cooperative learning method on students' academic achievement in Islamic Studies in senior secondary schools in Education District III, Lagos;
3. ascertain if gender difference exists in the academic achievement of students taught Islamic Studies using cooperative learning method at the Senior Secondary Schools in Education District III, Lagos.

### **Research Questions**

The under listed questions guided this study:

1. To what extent does cooperative learning method affect students' attitude towards learning of Islamic Studies in senior secondary schools in Education District III, Lagos?
2. What effect does cooperative learning method have on students' academic achievement in Islamic Studies in senior secondary schools in Education District III, Lagos?
3. To what extent does gender difference exists in the academic achievement of students taught Islamic Studies using cooperative learning method in senior secondary schools in Education District III, Lagos?

### **Research Hypotheses**

The following null hypotheses were tested in the paper:

1. Cooperative learning method has no significant effect on students' attitude towards learning of Islamic Studies in senior secondary schools in Education District III, Lagos.
2. Cooperative learning method has no significant effect on students' academic achievement in Islamic Studies in senior secondary schools in Education District III, Lagos.



3. There is no significant gender difference in the academic achievement of students taught Islamic Studies using cooperative learning method at the Senior Secondary Schools in Education District III, Lagos.

### **Methodology**

This study was conducted in Lagos State, Nigeria. The study adopted Solomon Four-Group quasi-experimental design. Quasi-experimental is adopted in the study because it is an empirical interventional study used to estimate the causal impact of an intervention on the target population. It aimed to establish cause and effect relationship between independent and dependent variables without random assignment. The Solomon four quasi-experimental design allows all the 4 groups of students to receive post-test, while only 2 groups receive pretest. The population of the study comprised all the Senior Secondary School two (SS2) Students in Education District III, Lagos offering Islamic Studies. The choice of SS2 students was necessitated by the fact that, they have more available time for experiment of this nature when compared with SS1 students that are relatively new and yet to get their bearing in Senior Secondary Schools. Also, the SS3 classes are usually busy with preparation of the students for Senior Secondary Certificate Examinations (SSCE) being conducted by West African Examination Council (WAEC) and National Examinations Council (NECO).

The sample size for this study comprised seventy-four (74) SS2 Islamic Studies students in four intact classes chosen in two selected public senior secondary schools in Education District III, Lagos. Simple random sampling and purposive sampling techniques were used for this study. Simple random sampling technique was used to select Education District III and the two senior secondary schools from the Education District. The total numbers of Islamic Studies students in the four selected classes were 19, 21, 16 and 18. The SS2 Islamic Studies students were selected purposively for this paper. The purposive sampling technique was used due to quasi-experimental design adopted which does not require random selection of participants and large sample size. Consequently, thirty-three (33) male and forty-one (41) female SS2 Islamic Studies students participated in this study.

The research instruments used for collection of data in this paper. These are: Students' Attitude Questionnaire (SAQ), Achievement Test: Students' Pre-Treatment Achievement Test (SPRTAT) and Students' Post-Treatment Achievement Test (SPOTAT). The reliability of the research

instruments was determined using the Cronbach Alpha. The coefficients obtained were 0.83, 0.87 and 0.87 for SAQ, SPRTAT and SPOTAT respectively.

The study was carried out in three phases as follows:

**Phase 1: Pre-test assessment:** This period was used to administer a pre-test on both the treatment and the control groups as required by Solomon-Four Quasi-experimental design to test the level of students' achievement on the selected topics. The pre-test was conducted on these topics: Takhlit (Syncretism), Evolution of Islamic religion in sub-sahara Africa and Nikkah (Marriage).

**Phase 2: Experiment (Actual teaching):** This is the treatment phase. In Education District III, cooperative learning method(Jigsaw method) was used by the researcher to teach the treatment groups in the participating schools; while the control groups were taught using the conventional method (lecture method) on the same three selected topics of Islamic Studies curriculum of Senior Secondary School II. The researcher taught the Islamic Students in each of the 4 intact classes selected two times per week for four weeks.

**Phase 3: Post-Test Assessment and Administration of other Research Instruments:** A post-test was conducted for all the four groups as required by Solomon-Four Quasi-experimental design. Also, the other research instruments were administered and retrieved during this period with the help of the one research assistant.

The data collected from the participants in the paper were analysed using quantitative method. Descriptive statistics such as frequencies and percentage were used to analyse the bio-data of the participants. Also, mean and standard deviation were used to answer the research questions raised in this study. The inferential statistical analysis of Independent T-test was used to test hypotheses 1 to 3 at 0.05 level of significance. The analysis was done with the aid of Statistical Package for the Social Sciences (SPSS) version 23.

## Results

**Table 1: Gender Distribution of Students**

| <b>Variables</b> | <b>Frequency</b> | <b>Percentage</b> |
|------------------|------------------|-------------------|
| <b>Gender</b>    |                  |                   |
| Male             | 33               | 41.7              |
| Female           | 41               | 58.3              |
| <b>Total</b>     | <b>74</b>        | <b>100.0</b>      |

Table 1 shows that 33(44.7%) of the students were male; and 41(58.3%) were female. This means that there are more female students than male in the intact classes sampled in the study.

**Research Question One:** To what extent does cooperative learning method affect students' attitude towards learning of Islamic Studies in senior secondary schools in Education District III, Lagos?

**Table 2:** *Effect of cooperative learning method on students' attitude towards learning of Islamic Studies in senior secondary schools*

| Variables<br>Groups               | Pre-test |      |      | Post-test |      |      | Mean<br>Difference |
|-----------------------------------|----------|------|------|-----------|------|------|--------------------|
|                                   | N        | Mean | S.D  | N         | Mean | S.D  |                    |
| 1.Pre-test-Treatment-Post-test    | 19       | 2.11 | 1.55 | 19        | 3.01 | 1.53 | 0.90               |
| 2.Pre-test-Control-Post-test      | 21       | 2.07 | 1.05 | 21        | 2.11 | 1.46 | 0.04               |
| 3.No Pre-test-Treatment-Post-test | 16       | -    | -    | 16        | 3.12 | 1.59 | -                  |
| 4. No Pre-test-Control-Post-test  | 18       | -    | -    | 18        | 2.02 | 1.62 | -                  |

Table 2 shows the effect of using cooperative learning method on students' attitude towards learning of Islamic Studies in senior secondary schools in Education District III, Lagos. The mean difference between the post-test scores of the students in the experimental groups and control groups is 1.00. Also, the difference in the average post-test scores of the students in the experimental group and control group who had pretest is 1.10. The higher mean scores are in favour of the use of the cooperative learning method. Based on these results, the answer to research question one is that cooperative learning method has positive effect on students' attitude towards learning of Islamic Studies in senior secondary schools in Education District III, Lagos.

**Research Question Two:** What effect does cooperative learning method have on students' academic achievement in Islamic Studies in senior secondary schools in Education District III, Lagos?

**Table 3:** *Effect of cooperative learning method on students' academic achievement in Islamic Studies in senior secondary schools*

| Variables<br>Groups               | Pre-test |       |      | Post-test |       |      | Mean<br>Difference |
|-----------------------------------|----------|-------|------|-----------|-------|------|--------------------|
|                                   | N        | Mean  | S.D  | N         | Mean  | S.D  |                    |
| 1.Pre-test-Treatment-Post-test    | 19       | 11.56 | 4.25 | 19        | 22.11 | 3.57 | 10.56              |
| 2.Pre-test-Control-Post-test      | 21       | 13.92 | 4.63 | 21        | 15.03 | 4.75 | 1.11               |
| 3.No Pre-test-Treatment-Post-test | 16       | -     | -    | 16        | 21.09 | 5.52 | -                  |
| 4. No Pre-test-Control-Post-test  | 18       | -     | -    | 18        | 12.97 | 4.64 | -                  |

Table 3 shows the effect of using cooperative learning method on students' academic achievement in Islamic Studies in senior secondary schools in Education District III, Lagos. The mean difference between the post-test scores of the students in the experimental groups and control groups is 2.60. Also, the difference in the mean post-test scores of the students in the experimental groups and control groups who had pretest is 7.08. The higher mean scores are in favour of the use of the cooperative learning method. Based on these results, the answer to research question two is

that cooperative learning method has positive effect on students' academic achievement in Islamic Studies in senior secondary schools in Education District III, Lagos.

**Research Question Three:** To what extent does gender difference exists in the academic achievement of students taught Islamic Studies using cooperative learning method in senior secondary schools in Education District III, Lagos?

**Table 4: Extent of Gender Difference in the academic achievement of students taught Islamic Studies using cooperative learning method in senior secondary schools**

| Variables                           | N  | Mean  | S.D  | Mean Difference |
|-------------------------------------|----|-------|------|-----------------|
| Post-test scores of Male students   | 33 | 21.57 | 3.49 | 0.06            |
| Post-test scores of Female students | 41 | 21.63 | 5.60 |                 |

Table 4 reveals that the post-test mean score of male students was 21.57 with a standard deviation of 3.49; while the post-test mean score of female students and standard deviation are 21.63 and 5.60 respectively. This shows that the difference between male and female students' post-test score is 0.06. This implies that there is no significant difference between male and female students' post-test score. Hence, there is no significant gender difference in the academic achievement of students taught Islamic Studies using cooperative learning method in senior secondary schools.

### Testing of Hypotheses

**Hypothesis One:** Cooperative learning method has no significant effect on students' attitude towards learning of Islamic Studies in senior secondary schools in Education District III, Lagos.

**Table 5: Significant effect of cooperative learning method on students' attitude towards learning of Islamic Studies in senior secondary schools**

| Variables   | Mean | S.D  | N  | t     | p-value | Remarks |
|---|------|------|----|-------|---------|---------|
| Post-test mean scores of students' attitude (treatment group) | 3.07 | 1.56 | 35 | 3.448 | .007    | Sig.    |
| Post-test mean scores of students' attitude (control group)   | 2.07 | 1.54 | 39 |       |         |         |

\*\* *Significant*,  $P < 0.05$ ,  $df = 72$

Table 5 shows that the calculated value of "t" is 3.448 with a returned p-value of 0.007. Since the p-value of 0.007 is less than 0.05, the null hypothesis which stated that "Cooperative learning method has no significant effect on students' attitude towards learning of Islamic Studies in senior secondary schools in Education District III, Lagos" was rejected. Hence, cooperative learning method has significant effect on students' attitude towards learning of Islamic Studies in senior secondary schools in Education District III, Lagos.

**Hypothesis Two:** Cooperative learning method has no significant effect on students' academic achievement in Islamic Studies in senior secondary schools in Education District III, Lagos.

**Table 6: Significant effect of cooperative learning method on students' academic achievement in Islamic Studies in senior secondary schools**

| Variables  | Mean  | S.D  | N  | T      | p-value | Remarks |
|--|-------|------|----|--------|---------|---------|
| Students' academic achievement (Treatment group) | 21.60 | 4.55 | 35 | 15.185 | .000    | Sig.    |
| Students' academic achievement (Control group)   | 14.00 | 4.70 | 39 |        |         |         |

\*\* Significant,  $P < 0.05$ ,  $df = 72$

Table 6 shows that the calculated value of "t" is 15.185 with a returned p-value of 0.000. Since the p-value of 0.000 is less than 0.05, the null hypothesis which stated that "Cooperative learning method has no significant effect on students' academic achievement in Islamic Studies in senior secondary schools in Education District III, Lagos." was rejected. Hence, cooperative learning method has significant effect on students' academic achievement in Islamic Studies in senior secondary schools in Education District III, Lagos.

**Hypothesis Three:** There is no significant gender difference in the academic achievement of students taught Islamic Studies using cooperative learning method at the Senior Secondary Schools in Education District III, Lagos.

**Table 7: Gender difference in the academic achievement of students taught Islamic Studies using cooperative learning method at the Senior Secondary Schools**

| Gender | N  | $\bar{X}$ | SD   | df | t      | Sig. |
|--------|----|-----------|------|----|--------|------|
| Male   | 33 | 21.57     | 3.48 | 72 | .122** | .091 |
| Female | 41 | 21.63     | 5.60 |    |        |      |

\*\*Not Significant

Table 7 shows that the calculated value of "t" is 0.122 with a returned p-value of 0.091. Since the p-value of 0.091 is greater than 0.05, the null hypothesis which stated that "There is no significant gender difference in the academic achievement of students taught Islamic Studies using cooperative learning method at the Senior Secondary Schools in Education District III, Lagos" was accepted. Hence, there is no significant gender difference in the academic achievement of students taught Islamic Studies using cooperative learning method at the Senior Secondary Schools in Education District III, Lagos.

## **Discussion of Findings**

This paper found that cooperative learning method has significant effect on students' attitude towards learning of Islamic Studies in senior secondary schools in Education District III, Lagos. Supporting the finding of this study, Iqbal (2004) reported that cooperative learning is more effective as a teaching learning technique compared to the traditional method and can improve students' attitude towards school subjects (such as Islamic studies). Also, Ibok and Ntibi (2020) asserted that the use of student-centered methods like cooperative teaching method enhances students' thinking ability, attitude to learning/learning effectiveness and academic performance in secondary schools.

This paper also found that cooperative learning method has significant effect on students' academic achievement in Islamic Studies in senior secondary schools in Education District III, Lagos. Supporting the findings of this paper, Gull and Shehzad (2015) investigated the effects of cooperative learning on students' academic achievement and found that there was a significant difference in scores of control and experimental group in post-test, with experimental group having higher scores. Similarly, Bahrun, Ong, and Samngani (2018) reported that cooperative learning method has significant effect on students' achievement in Islamic Religious Education. This is an indication that cooperative learning method has significant effect on students' academic achievement in Islamic Studies in senior secondary schools in Education District III, Lagos.

This paper found that there is no significant gender difference in the academic achievement of students taught Islamic Studies using cooperative learning method at the Senior Secondary Schools in Education District III, Lagos. This study corroborated that of Ajaja and Eravwoke (2012) who found no significance difference in the achievement scores between male and female students in the cooperative learning group. Also, Salihu, Usman and Buhari (2020) found no significant difference between the mean academic achievement scores of male and female students taught Social Studies using educational field trip. Thus, no significant gender difference in the academic achievement of students taught Islamic Studies using cooperative learning method at the Senior Secondary School level.

## Conclusion

The importance of utilization of appropriate teaching methods or cooperative learning method for effective teaching and learning of Islamic Studies in senior secondary schools cannot be underestimated. This is since utilisation of learner-centered methods like cooperative learning method has tendency to enhance students' understanding and academic performance in Islamic Studies. It can be concluded based the findings of this study that the use of cooperative learning method has significant effect on students' attitude to learning and academic achievement in Islamic Studies in senior secondary schools in Education District III, Lagos.

## Recommendations

Based on the findings of this paper, the following recommendations are hereby suggested:

1. Islamic Studies teachers should use cooperative learning method for the delivery of Islamic Studies instructions in senior secondary schools.
2. Principals should embark on regular supervision of Islamic Studies instructions with the view to ensuring that the teachers often utilize learner-centered methods like cooperating learning method.
3. Islamic Studies teachers should ensure gender balance in the use of cooperative learning method for the delivery of Islamic Studies instructions in senior secondary schools.

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