

Assessing the Factors Inhibiting the Use of Role Play Method for Teaching Islamic Studies in Secondary Schools in Ilorin Metropolis, Nigeria

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ABSTRACT

Teaching is an act that requires careful selection of teaching methods that would enhance effective and efficient interaction and contents delivery in the classroom. The achievement of the lesson objectives might not be actualized if the teacher fails to use the appropriate teaching methods. Hence, the intention of this paper is to appraise the components inhibiting the utilization of role play method for teaching Islamic studies in secondary schools in Ilorin metropolis, Nigeria. A simple random sampling technique selected 63 senior secondary Islamic Studies teachers as the sample for this study. The researcher's design questionnaire tagged "Questionnaire on Role play Method for Teaching Islamic studies (QRPMTIS)" was used to elicit information from the respondents. The researcher put up three research questions and answered employing percentage. The findings of the study unveiled that teachers' interest and motivation constitute factors inhibiting the use of Role play method for teaching Islamic studies in secondary schools in Ilorin metropolis, Nigeria. The investigation further revealed that availability of instructional materials inhibits the use of Role play to teach Islamic studies in secondary schools in Ilorin metropolis, Nigeria. It was resolved that to enhance effective and efficient content delivery using Role play methods to teach Islamic studies, teachers' interest, motivation and availability of instructional materials for teaching Islamic studies should be adequately considered. The study advocated that teachers of Islamic studies receive additional training on effectively incorporating Role play into their teaching in Ilorin metropolis, Nigeria.

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KEYWORDS

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INTRODUCTION

Education is essential to the sustainability of every society. In fact, it is the life wire of any given community. Abubakar (2018) submitted that education is a strategic method of cultivating tradition and culture of set of people and convey it to upcoming generation through a well-designed method. Teaching is an organized structured process of learning that aims at receiving learning outcomes from the learners (Sequeira, 2012). Teaching can occurs in a different settings ranging from classrooms, homes, auditorium, halls and at any available time and places. Effective teaching requires the use of appropriate teaching methods to impart knowledge, skills and experiences that would bring about a desirable change in learners behavior. More so, the aims and objectives of teaching might be retarded and disable when proper techniques are not employed by the teachers in the course of classroom instruction.

The selection of suitable method of teaching is vital by enhancing effective and efficient teaching of the subject matter. Auwal (2013) opined that teaching technique requires the teachers' expertise, experience together with ability to use different strategies to make sure that receiving of knowledge effectively materialized. Also, Hussain (2020) described teaching method as the use of various techniques adopted by the teachers to teach different concepts and ideas. Liu and Loeb (2019) noted that suitable and appropriate teaching methods have positive and constructive effect on students' motivation and academic performance. It is important to recognize that there are several teaching strategies such as Role play, Story-telling, Demonstration, Discussion, Brainstorming, Fishbowl, Concept mapping, Conventional and host of others. Thus, the appropriate methods to be used to teach a concept, topic or subject matter can best be decided by the teacher of which Role play is one of the instructional techniques that can be utilized to effectively teach Islamic studies in secondary schools.

Role play is an instructive method where learners are given specific roles to demonstrate behaviors, helping to enhance their understanding of the lesson (Oluchuwku & Mabel, 2020). Al-Barri et al. (2014) described Role play as an approach to teaching and learning intended to engage students in acting out a concept using their own language, based on roles developed by others. Craciun (2010) stated that Role play is an effective method for developing skills such as initiative, communication, problem-solving, self-awareness, and teamwork. These abilities

go beyond simply learning facts and help prepare learners to tackle the challenges of the 21st century. However, despite the effectiveness of Role play method to teaching and learning process, it is importance to examine some factors inhibiting the use of Role play method for teaching Islamic studies among teachers in secondary schools, Ilorin metropolis, Nigeria.

The main intention of this study is to examine the factors inhibiting the use of Role play method for teaching Islamic studies among educators in secondary schools in Ilorin metropolis, Nigeria. Specifically, this study examines:

- a. teachers' interest as a factor inhibiting the use of Role play for instructing senior secondary school students Islamic studies in Ilorin metropolis, Nigeria.
- b. motivation as a factor inhibiting the use of Role play for educating senior secondary students of Islamic studies in Ilorin metropolis, Nigeria.
- c. availability of instructional materials as a factor inhibiting the use of Role play for teaching senior secondary schools Islamic studies in Ilorin metropolis, Nigeria.

Interest is one of the factors that can never be underestimated in life particularly in education. The interest of the teachers needs to be adequately considered to enhance effective and proficient teaching and learning process. Okpala and Okigbo (2021) stated that interest denotes a state of curiosity or attentiveness regarding a particular subject. It includes the favorable emotions that an individual experiences when engaging with a task or starting a study. Thus, interest is a fundamental factor that influences the effectiveness of the teaching and learning process in the classroom. The interest of Islamic studies teachers to prepare for instructional delivery, selection of relevant instructional materials, classroom teaching and engaging learners should not be underestimated. Kim and Lee (2021) stated that interest of the teachers' interest to teach might yield to effective learning outcomes. He further stated that teachers' interest to teach is germane to students' academic performance and active participation in classroom.

The application of Role play method of teaching requires both teachers and students to have positive interest during the instructional delivery. The Islamic studies teacher needs to develop interest on the use of Role play method by engaging students actively to enhance understanding, comprehension and knowledge retention of the subject matter. Similarly, Jimoh (2020) noted that the interest of both the teacher and learners is importance because it allows teachers of Islamic studies to play the roles of mediator in learning, parent substitute, judge, instructor, and disciplinarian, leader while the students would be the real players, interpreters, transmitters and translators of the subject matter. He further noted that the use of suitable instructional resources and pedagogy enhance effective, rich and robust teaching and learning outcomes when there is common interest. In a related development, Ayuba et al. (2019) asserted that having interest in using Role play method to teach Islamic studies develops learners' critical thinking, application of knowledge, cooperative learning and analytical skills.

However, motivation is another variable that is germane to this study. Otaru and Omokide (2019) observed that the desires and the needs to develop internal feelings for something is known as motivation. Also, Jimoh (2020) opined that teachers' motivation significantly influence students' academic performance. Hence, a motivated teacher would make positively impart knowledge with passion to the students.

The availability of instructional materials enhances the effective use of Role play method of teaching Islamic studies. Jimoh (2020) stated that the availability and use of suitable instructional materials can lead to effective instruction and learning outcome. It is pertinent to highlight that Role play method requires the provision of relevant instructional materials that would aid the teaching and learning process.

METHODS

This study utilized a quantitative research approach. A researcher-designed questionnaire titled "Questionnaire on Role Play Method for Teaching Islamic Studies (QRPMTIS)" served as the primary data collection instrument. A simple random sampling technique was employed to select 63 senior secondary school teachers of Islamic studies, with 21 teachers chosen from each of the three local governments (Ilorin East, Ilorin South, and Ilorin West) that comprise the Ilorin metropolis. The data collection instrument was validated by three experts in Islamic studies and in Test & Measurement, confirming its suitability for this research. The reliability of the instrument was assessed using the test-retest method over a two-week period, with the scores from both tests correlated using Pearson's Product Moment Correlation (PPMC), yielding a correlation coefficient of 0.87. Three research questions were formulated and answered using percentage analysis.

Additionally, the researchers personally administered the questionnaire to all 63 randomly selected senior secondary school Islamic studies teachers in Ilorin metropolis, Kwara State, Nigeria. Permission was obtained from

the heads of the sampled schools in Ilorin metropolis. The questionnaire included fifteen items for respondents to respond to by marking “Yes” or “No.”.

RESULTS AND DISCUSSIONS

Research of Question 1: Does teachers’ interest as a factor inhibiting the use of Role play for teaching senior secondary schools Islamic studies in Ilorin metropolis, Nigeria?

Table 1. Teachers’ Interest on the Use of Role Play for Teaching Islamic Studies

S/N Items	Yes%	No.%	Decision
Role play stimulates Islamic studies teachers’ interest to teach the subject.	51 (81%)	12 (19%)	Agree
Role play arouse the interest of the teacher to teach <i>Tawhid</i> .	57 (90.5%)	6 (9.5%)	Agree
Role play facilitate teachers’ attention to teach <i>Sirah</i> .	60 (95.2%)	3 (4.8%)	Agree
Role play encourage Islamic studies teachers’ interest on the selection of relevant or suitable teaching method.	58 (92.1%)	5 (7.9%)	Agree
Role play method simplify the teaching of Islamic studies contents.	61 (96.8%)	3 (3.2%)	Agree

Table 1 shows that 51 respondents, or 81%, agree that Role play increases Islamic studies teachers' interest in teaching the subject, while 12 respondents, representing 19%, disagree. Additionally, 57 respondents, accounting for 90.5%, believe that role play stimulates teachers' interest in teaching *Tawhid*, while 6 respondents, or 9.5%, disagree. Similarly, 60 respondents, or 95.2%, agree that role play helps teachers focus on teaching *Sirah*, with 3 respondents (4.8%) expressing disagreement. Likewise, 58 respondents, representing 92.1%, agree that role play encourages Islamic studies teachers to choose relevant and suitable teaching methods, while 5 respondents (7.9%) disagree. Furthermore, 61 respondents, or 96.8%, agree that the role play method simplifies the teaching of Islamic studies content, while 3 respondents (3.2%) disagree. This suggests that teachers' interest is a significant factor affecting the use of the role play method for teaching Islamic studies in secondary schools within the Ilorin metropolis, Nigeria.

Research Question 2: Does motivation as a factor inhibiting the use of Role play for teaching senior secondary schools Islamic studies in Ilorin metropolis, Nigeria?

Table 2. Influence of Teachers’ Motivation on the Use of Role Play for Teaching Islamic Studies

S/N Items	Yes%	No.%	Decision
Provision of adequate instructional resources motivates teachers to use Role play.	52 (82.5%)	11 (17.5%)	Agree
Provision of ICT tools motivates teachers to use Role play to teach Islamic studies.	55 (87.3%)	8 (12.7%)	Agree
Provision of adequate funds motivates teachers to use Role play to teach Islamic studies.	62 (98.4%)	1 (1.6%)	Agree
Adequate provision of facilities motivates teachers to use Role play to teach Islamic studies.	60 (95.2%)	3 (4.8%)	Agree
Adequate provision of spacious classrooms motivates the teacher to use Role play to teach Islamic studies.	59 (93.7%)	4 (6.3%)	Agree

Table 2 shows that 52 respondents, or 82.5%, agree that providing adequate instructional resources encourages teachers to use role play in teaching Islamic studies, while 11 respondents (17.5%) disagree. Additionally, 55 respondents, accounting for 87.3%, believe that the availability of ICT tools motivates teachers to incorporate role play in their instruction, while 8 respondents (12.7%) disagree. Similarly, 62 respondents, or 98.4%, agree that having sufficient funding inspires teachers to use role play to teach Islamic studies, with 1 respondent (1.6%) expressing disagreement. Likewise, 60 respondents (95.2%) agree that adequate facilities motivate teachers to employ role play in their lessons, while 3 respondents (4.8%) disagree. Furthermore, 59 respondents, or 93.7%, agree that having spacious classrooms encourages teachers to use role play in teaching Islamic studies, while 4 respondents (6.3%) disagree. This suggests that teachers' motivation is a significant factor affecting the implementation of the role play method for teaching Islamic studies in secondary schools within the Ilorin metropolis, Nigeria.

Research Question 3: Is availability of instructional materials serve as a factor inhibiting the use of Role play for teaching senior secondary schools Islamic studies in Ilorin metropolis, Nigeria?

Table 3. Availability of Instructional Materials on the Use of Role Play for Teaching Islamic Studies

S/N Items	Yes%	No.%	Decision
Availability of the spacious classrooms enhance the use of Role play to teach Islamic studies.	61 (96.8%)	2 (3.2%)	Agree
Availability of funds facilitate the use of Role play to teach Islamic studies.	60 (95.2%)	3 (4.8%)	Agree
Availability of ICT tools enhance the use of Role play to teach Islamic studies.	57 (90.5%)	6 (9.5%)	Agree
Availability of costumes facilitates the use of Role play to teach Islamic studies.	58 (92.1%)	5 (7.9%)	Agree
Availability of teaching resources enhance the use of Role play method teach Islamic studies.	61 (96.8%)	3 (3.2%)	Agree

Table 3 indicates that 61 respondents, or 96.8%, agree that the availability of spacious classrooms enhances the use of role play in teaching Islamic studies, while 2 respondents (3.2%) disagree. Additionally, 60 respondents, representing 95.2%, believe that having sufficient funds facilitates the use of role play in Islamic studies instruction, with 3 respondents (4.8%) disagreeing. Similarly, 57 respondents (90.5%) agree that the availability of ICT tools improves the use of role play in teaching Islamic studies, while 6 respondents (9.5%) disagree. Likewise, 58 respondents, or 92.1%, agree that access to costumes supports the use of role play in teaching Islamic studies, while 5 respondents (7.9%) disagree. Furthermore, 61 respondents, or 96.8%, agree that having adequate teaching resources enhances the implementation of the role play method for teaching Islamic studies, with 3 respondents (3.2%) disagreeing. This suggests that the availability of instructional resources is a significant factor affecting the use of the role play method for teaching Islamic studies in secondary schools in the Ilorin metropolis, Nigeria. Teachers' interest is one of the factors inhibiting the use of Role play method for teaching Islamic studies in secondary schools in Ilorin metropolis, Nigeria. The findings of this study supported the submissions of Kim (2012), Ayuba et al., (2019) and Jimoh (2020) whose findings revealed that teachers' interest to teach is germane to students' academic performance and active participation in classroom and interest of both the teacher and learners is importance because it allows teachers of Islamic studies to play the roles of mediator in learning, parent substitute, judge, instructor, and disciplinarian, leader while the students would be the real players, interpreters, transmitters and translators of the subject matter.

Teachers' motivation is one of the factors inhibiting the use of Role play method for teaching Islamic studies in secondary schools within the Ilorin metropolis, Nigeria. The results of this study align with previous assertions made by Otaru and Omokide (2019) and Jimoh (2020), whose findings revealed that teachers' motivation significantly influences students' academic performance and that a motivated teacher would make positively impart knowledge with passion to the students.

Availability of instructional resources is one of the factors inhibiting the use of Role play method for teaching Islamic studies in secondary schools located in the Ilorin metropolis, Nigeria. The findings of this study corroborated the earlier submissions of Jimoh (2020) whose findings revealed that availability of instructional materials significantly influence the use of Role play method in teaching of Islamic studies.

CONCLUSIONS

This study concluded that to enhance effective and efficient content delivery using Role play methods to teach Islamic studies, teachers' interest, motivation and availability of instructional materials for teaching Islamic studies should be adequately considered.

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