[1]Abba Muhammad Aliyu &[2]Usman Imam Bello
[1]Department of Primary Education (Nomadic), Federal College of Education, Yola.
[2]Department of Islamic Studies, Federal College of Education, Yola.

Effect of Inquiry Method on Academic Performance of Pupils in Islamic Studies in Adamawa State.

Abstract
This study is on the impact of inquiry methods on the performance of nomadic primary school pupils in Islamic studies in Adamawa State, Nigeria. It adopts a quasi-experimental design. The population consists of 2,256 primary five pupils, comprising 1,212 males and 1,044 females. A purposive sample of 176 pupils is drawn from six primary schools in Adamawa State. The Islamic Studies Performance Test (ISPT) serves as the data collection instrument, administered in a pre-test and post-test format. Frequency, mean, and standard deviation was used, with an independent t-test applied to test all null hypotheses at a 0.05 level of significance. The findings indicate that pupils taught Islamic Studies using the inquiry method exhibit significantly improved performance in the post-test compared to the pre-test in nomadic primary schools in Adamawa State ($0.00 < 0.005$). In conclusion, it asserts that pupils tend to grasp ideas in Islamic studies more effectively when taught using the inquiry method. It recommends that Adamawa state government and all relevant stakeholders shouldorganise training for Nomadic teachers on uses of inquiry method of teaching for subjects like Islamic studies.

1.1 Introduction

Education occupies a centre stage in social and economic development of human life as it enables an individual to live and find meaning in his/her life. Education especially at primary school level helps beneficiaries irrespective of culture, religion or economic status to enjoy a happy childhood so th9at they can become happier and productive adult. The constitution of the Federal Republic of Nigeria (1999) states that, government shall direct its policy towards ensuring that there are equal and adequate educational opportunities. In this regard, the nomadic pastoralists with an estimated population of 9.3 million, contributing daily to the growth and development of the country's economy, should not be left un-educated. Thus, the federal and sub-regional governments realised the need for the nomadic children to have access to formal education and ensures functional and productive education is provided for the nomadic pastoralist child**.** (Ogologo & Wagbara. 2013).

Inquiry method is a form of active learning that starts by posing questions, problems or scenarios. The method was motivated by Neil Postman in 1934.It contrasts with traditional education, which generally relies on the teacher presenting facts and his or her knowledge about the subject. Inquiry-based Learning is often assisted by a facilitator rather than a lecturer. sInquirers will identify and research issues and questions to develop knowledge or solutions. Inquiry-based learning includes problem-based learning, and is generally used in small scale investigations and projects, as well as research. The inquiry-based instruction is principally very closely related to the development and practice of thinking and problem-solving skills. These two methods have been consistently pointed out as suitable teaching methods that can be collaboratively used in early basis of education (Dostál, 2015). Williams (2017) argues that, teacher at lower-level classes can pose series of questions from which the pupils will form the concept of what lesson is about and allow pupils to individually contribute based on their previous experiences.

Teaching Islamic studies at lower levels necessitates a unique approach due to the subject's inclusion of both human and spiritual values. It aims to guide students in understanding their responsibilities as citizens and obedient servants of God (Allah). Therefore, the teaching of Islamic studies is expected to employ effective methods that solidify learning for years to come. However, in many schools, the predominant conventional teaching method employed byteachers of Islamic Studies is the chalk-and-talk delivery. In this approach, teachers enter their classes armed with notes and chalk, believing that they can convey all aspects of the lesson through verbal communication alone(*Shaqat and Hussaini 2015*). Unfortunately, this chalk-and-talk teaching style often results in overlooking important facets of the lesson that require posting inquiring questions and the use of essential learning materials. In such cases, teachers are left with no choice but to verbally navigate through the concepts without ensuring the students' full comprehension.

The necessity to teach Islamic studies using the most effective methods is underscored by the fact that many nomadic parents may struggle to witness noticeable improvements in their children's overall development after enrollment in nomadic schools due to their own engagements and educational levels. However, they are likely to observe advancements in their children's understanding of Islam, as they are already familiar with the religion. Thus, given the distinctive nature of nomadic education and the vital role played by Islamic studies in shaping pupils into conscientious citizens with a stable religious foundation, this study aims to address the gap in research concerning the impact of inquiry methods on the performance of pupils in Islamic studies in nomadic primary schools in Adamawa state, Nigeria.

Nomadic education in Adamawa state faces unique challenges that hinder its intended meaningful contribution to the development of nomadic children. Issues such as the constant movement of herds and families, impacting pupils' school attendance, and the ongoing crisis between farmers and herders pose significant obstacles. Additionally, there is a documented issue of low academic performance among nomadic primary school pupils, particularly highlighted by Lawal (2021). There is a widespread concern regarding the subpar academic achievements of nomadic Fulani children, particularly girls, despite the efforts made by the National Commission of Nomadic Education and State Universal Basic Education.

Hence, the persistent issue of poor performance can be attributed to inadequate selection of relevant teaching methods and the lack of provision of instructional materials in nomadic primary schools. According to Bello, Bawa, and Umar (2018), effective method is crucial for teaching Islamic Studies, fostering active learning. The absence of such method can render the lesson dull, resulting in decreased pupil participation in the Islamic Studies classroom.

Lawal (2021) notes that the dominance of a teacher-cantered approach, to teaching Islamic Studies contributes to pupils' failures in examinations. Islamic Studies teachers, particularly in nomadic schools, need to employ methods that actively engage children in the learning process. This approach helps unleash their hidden potentials, keeps them alert and interested in learning, and fosters a sense of responsibility for their education. As notes by Olatoye and Adekoya (2018), teachers often resort to irrelevant and ineffective teaching methods, which, among other factors, contribute to pupils' poor performance.

It is observed that few researchers have concentrated their efforts on examining the nature of teaching methods and their effectiveness at the primary school level, whether in conventional or nomadic primary schools. This underscores the need for more research to explore the impact of specific teaching methods in nomadic primary schools and address the existing gap in literature regarding the effects of teaching methods on the performance of nomadic pupils in Islamic studies. The enthusiasm to identify a suitable method for teaching Islamic Studies in nomadic primary schools in Adamawa State has led to a shift from teacher-centered approaches to student-centered approaches and has inspired the researcher to undertake a study on the effects of inquiry methods on the performance of primary pupils in Islamic studies in nomadic primary schools in Adamawa State, Nigeria.

1.1.2 Objectives of the Study
1. Determine the pre-test and post-test performance of pupils taught Islamic Studies using inquiry method in nomadic primary schools in Adamawa State;
2. Find out the performance of pupils taught Islamic Studies using inquiry method and those taught using conventional teaching method in nomadic primary schools in Adamawa State;

1.1.3 Research Question
1. What is the pre-test and post-test performance of pupils taught Islamic Studies with inquiry in nomadic primary school in Adamawa State?
2. What is the performance of nomadic pupils taught Islamic Studies using inquiry method and those taught using conventional method in nomadic primary schools in Adamawa?

1.1.4 Hypotheses
H_{O1}: There is no significant difference in the pre-test and post-test performance of nomadic primary pupils taught Islamic Studies, using inquiry method in Adamawa State.

H_{O4}: There is no significant difference in the performance of nomadic pupils taught Islamic Studies, using inquiry method and those taught using conventional method in nomadic primary school in Adamawa State.

2.1 Literature Review
2.1.1 Islamic Studies
Islamic Studies (ISS) has been part of the subjects earlier introduce into Nigeria education, that is being teach from primary to post-primary schools and available for those that choose to further their study in the line at higher institutions. One of the foundations of Islamic heritage is "knowledge" and "knowledge seeking". Provide source Islam, through its last massager, prophet Muhammad (SAW) has enjoying individual Muslim to seek useful knowledge from cradle to grave. One of the beauties of this injunction is that knowledge has to be a useful in the context of Islamic ethics and practices, and the knowledge seekers could be anyone of either gender and of every age. The importance attached to the knowledge seeking in Islam reflected in the legacy of clear stages of knowledge apportion for the parents to offer their children from birth to maturity. Thus, having Islamic Studies in a formal

education system is just a best way of formalizing one of the best planned educations. Islamic Studies trains the responsiveness of its students in such a way that their approach to life, attitude to all kinds of knowledge and value assessments of issues will be within the boundary of Islamic value. Adeyemi (2018) expressed that, it is due to directive for seeking for useful knowledge that has led the Muslims of all ages to keep the unbeatable records of contribution meaningfully to human development, educational advancement, world civilization and culture among others.

Thus, the contents of Islamic studies if well taught, supposed to ideally prepare the students for the challenges likely being brought by the modernity at both level of theory and application. Therefore, teaching and learning Islamic studies have to be developed as the relevant subject to cope with the contemporary needs of the modern world in line with the Islamic principles stated in al-Quran and al-Sunnah (*Busari, 2016*).

2.1.2 Objectives of Islamic Religious Studies

The main aim of Islamic Religious Studies is to give world a viewpoint which gives standard value and judgments that apply to all spheres and activities of human life. This was further confirmed by Islamic Religious educationists like Imam Al-Ghazali in *Hassan* that, unless the philosophy succeeds in broadening its range of application and in giving Islamic concepts for all branches of knowledge, it will not be able to satisfy new generation and serve them from inversion of divided purposes of any paralyzing doubts. Therefore, the goals of any educational system should be the path that capable neither of exposing the members of the society, mentally and discipline that can make them acquire knowledge that is neither for just to satisfy an intellectual curiosity nor just for materials worldly benefit (Olaoti, 2018).

According to Bello, Bawa., & Umar, (2018), the aims and objectives of Islamic Religious Studies includes the making of good and righteous individuals who will leave happily and fruitful life in this world with the inspiration to achieve spiritual blessing in the hereafter through good deeds in today world. Shaqat and Hussaini (2015)highlighted that Islamic study covered type of knowledge most people refer to as worldly knowledge such as individual education or social education.

Thus, the aims and objectives of Islamic Religious Studies can be perceived having dual nature. Both the social objectives as well as moral objectives put more emphasis on individual development within the society, with aim to educate the society in general. Hence, the Islamic studies creates avenue for the needs for the training of specialist in all aspects of life from simple trade to highly academic profession and secondly the acquisition of the minimal amount of religious knowledge (Effendi, Nurhizad, Azwar & Azwar, 2018). Looking at the objectives of Islamic education globally, the national curriculum for secondary school Islamic Religious Studies curriculum 5 of the Federal Ministry of Education stated that "the survival and welfare of a nation depends largely on the way of life of its individual members, their mental and moral orientation and their cohesion in a society".

2.1.3 Inquiry Teaching Methods

Inquiry teaching method is a student-centered method of teaching that focuses on asking questions. Students are encouraged to ask questions which are meaningful to them, and which do not necessarily have easy answers. Teachers are encouraged to avoid giving answers when this is possible, and in any case to avoid giving direct answers in favor of asking more questions (Dostál, 2015). Bello et al.(2018) expressed that, an inquiry-based approach to teaching and learning can increase intellectual engagement and foster deep understanding through the development of a hands-on, minds-on and research-based disposition towards teaching and learning. Inquiry strives to nurture deep, discipline-based ways of thinking and doing with students. Inquiry learning is a student-centered approach that allows students to

have more control over their process of knowledge getting. It arouses students' curiosities and motivates students to continue to seek until they find answers (Suraiya, 2017).

Parr and Edwards (2014), argued that, despite its important as teaching method, inquiry teaching method is remains one of the most misunderstood methods of teaching and learning, since it mostly being oversimplified by most teachers and educationists as merely "allowing pupils to asking any question". More often inquiry teaching is seeing as a fad that denies central themes and content within the discipline, inquiry, by its very nature, seems to defy a central definition. Part of the confusion rests in existence as both a teaching strategy as well as learning strategy, and part of the issue rests within the diverse facets of its implementation within dissimilar disciplines. Assessment of learning can also provide challenges for instructors, since inquiry by its very nature seeks to develop deeper understandings than a traditional forced-choice assessment can provide (Aliyu, 2015).

2.1.4 Merits of Inquiry Teaching Method

According to Aliyu (2015),one of the advantages of inquiry teaching method is that it remains one of the few teaching methods designed to emphasize the student's role in the learning process, giving them ownership to explore, ask questions and share ideas.Also, through Inquiry teaching method students are able to create deeper interest in the subject. *Shaqat and Hussaini* 2012), argued that, through inquiry method students get to ask their own questions, creating greater interest in the topic. Whenever, students ask their own questions, they pay more attention, as they are seeking open discussion and answers. More so, when students are told to find the answers to the questions they have, this might effectively prepare students for real-world scenarios of how to utilize skills to tackle their challenges. Dauda (2019),expressed that, inquiry teaching method enhances teamwork among students. Inquiry teaching method allows students to learn how to work with each other, solving problems as a unit and there is positive aspect of promoting knowledge retention, on the fact that sharing of idea proven to enhance the ability to recall the information later. The inquiry-based learning influences greater retention capabilities.

2.1.5 Demerits of Inquiry Teaching Method

According to Dostál (2015), there are there are some concerns with inquiry-based learning, for instances, when teachers focus learning time on student-led inquiries, it is important that no area of the curriculum is left behind. However, most learning systems are operating in a space where standardized testing is the norm. This could impact performance of students that based strictly on inquiry learning method. Students may not be well prepared regarding aspects that may come during examination. Thus, there is a need for the teacher to ensure the workaround during inquiry teaching method. Ogologo and Wagbara (2013), argued that, the role of the teacher in connecting curricular outcomes to the line of inquiry is the fundamental, to prepare students by moderating their self-discovery through inquiry such that students are equal in understanding and at the same level of preparation ahead of examination. Teachers have to model effective questioning techniques that will be able to guide the students to find the answers they need while engaging in the relevant curriculum areas.

Apart from examination challenges, there are cases of reluctance to participate by the students. Dauda (2019), expressed that, inquiry teaching method requires total student engagement and participation and students may be asked to speak up and immerse themselves in the activity. While this could help enhance their public speaking skills and also promote teamwork,it could be daunting for those students who have issues with speaking out. Aliyu (2015), argued that, inquiry method could be a challenge for those students who do not think quickly on their feet, while those with comprehension and learning disabilities are not being considered by the method, which make the method to more problematic.

Also, teacher mindset and preparedness to use inquiry teaching method is another challenge. If teachers do not completely understand the inquiry teaching concept, they might end-up unprepared and unable to engage with their students on a deeper level (Parr & Edwards, 2014). Unpreparedness of teacher creates a disconnect, which in turn leaves the students unprepared and at risk. Therefore, teachers must have a clear understanding of the value of creating a learner-centred classroom and develop the essential skills to facilitate inquiry-based learning. Dauda (2019),expressed that, a key factor is for teachers to understand that great classroom inquiry is guided and supported by the teacher, through questioning and by providing formative feedback.

Apart from teachers' readiness other factor that determines the effectiveness of inquiry teaching method is students' readiness. *Adeyemi*(2018), argued that, students involved in this type of setting must have the capacity to inquire and make decisions on their own. As inquiry is a self-directed form of learning, they must be comfortable with taking responsibility for their own learning, without relying on someone telling them what to do on a continuous basis (Olatoye and Adekoya, 2018). Students may not work well in an unstructured environment if they are unprepared or unequipped for this shift. Thus, it is expected of teachers to ensure that all learners have the capacity to ask great questions, and to make judgments about the information they are researching.

Other issues regarding inquiry teaching are problem of assessment. Ogologo and Wagbara (2013), arguedthat, the nature of inquiry-based learning does not lend itself to traditional models of assessment. The teacher-centred paradigm of pre-preparing assessments that are designed to confirm retention of pre-determined knowledge will not work well in an inquiry setting. This model will standardise and effectively limit the levels of achievement to those that have already been decided by the teacher. When this happens, individual pathways and potential for personalised learning goals are lost (Shofoyeke, 2016).Some teachers could not manage questioning style which is backbone of inquiry. Asking questions to drive learning is at the heart of the inquiry model, when teachers are unsure of how to manage this process, they may default to asking closed, content-specific questions, and the rigour of authentic inquiry is lost (Williams, 2017). It is important for the teacher to have a proper grasp of how to ask effective questions to guide their students towards curricular outcomes, while still enabling learners to think deeply and critically about their own learning (*Adeyemi*, 2018).

Above all, the challenges of inquiry teaching methods could be dealt with through diligent planning and readiness from teachers. It is expected of teacher to work from within the process, capturing evidence of learning and higher-order thinking that can guide the student to develop the needed skills. Yerima (2018), argued that, the planning from teachers have to be from the very beginning of a unit of inquiry, teachers need to create an opportunity for diagnostic assessment by asking an essential question. Listening to student voice through their responses can provide a wealth of information about prior knowledge and experience, perspective, ability and interest, while engaging all learners in a conversation that builds curiosity. Williams (2017), suggested an ongoing, real-time formative assessment that requires an interactive role from the classroom teacher, to provide formative feedback and support students to develop their learning goals. Also, teachers could deal with challenges of inquiry teaching method by asking questions that connect to the essential understandings and deep concepts of the curriculum, rather than to specific areas of surface-level content.

2.2 Theoretical Framework
Theoretical Framework
Learning theory can be seen differently by different individuals but in a general term can be seen as a situational description of how information is absorbed, processed and retained in the

process of learning. Robinson (2002), cited in Lawan (2021), opined that theory is an explanation of what is going on in the situation, a phenomenon or whatever it is that we are investigating. Alherton (2013), cited in Tukura (2017), stated that there are sets of learning theories used in educational settings thus behavior in continue and social learning theories. In view of this, this study reviewed Activity Theory of learning which was propounded by Vygotsky, (1978)that is found to be relevant to the two variables of the study.

Activity Theory of Learning

Activity theory of learning sees learning as appropriation which resides within the learner. Vygotsky believed that, a student's learning development is facilitated by social interaction with more sophisticated individuals who provide guidance during the learning process. The theory of zone of proximal development emphasizes that children learn best if placed in an environment which requires thinking slightly above their developmental level. Vygotsky believed that learning development in such environment is facilitated by the social interaction among peers and between teachers and learners. Maigari (2018), stated that, from the work of Vygotsky: *"It can be seen that the value of students working in small groups to conduct science investigations comes from the discourse that takes place"*. This reasonably follows that the skillful intervention of a teacher can elevate the level of students' thinking and learning. The structure of this theory also agrees with the principle of concept mapping, cooperative learning and 5E learning cycle in part, particularly, in the area of skillful intervention of the science teacher to elevate students' thinking and learning, but more with the cooperative learning and 5E learning cycle because of the existence of social interaction among students in these two models to bring about learning.

However, the researcher used Vigotsky's theory concern with activity-based instruction where learners are given free social interactions. These theories promote pupils' knowledge acquisition faster in the classroom teaching and learning process. The theories allow free interaction between the teacher-students and student-student interaction, and the learners understand faster where the teacher is allowed to serve as an instructor or guide.

3.1 Methods

The study adopted a quasi-experimental pre-test, post-test-equivalent, group design. According to David and John (2014), Quasi-experimental design was developed to dealt with the messy world of field research where it is not always practical and ethical or even possible to randomly assign persons to experimental and control group. Thus, in this study the groups were divided into two control and experimental groups respectively. The two groups (control and experimental groups) were pre-tested using Islamic Studies Performance Test (ISPT). The same test was readministered for the two group after the treatment for the experimental group. The population for this study involved all the 2,256 primary five (5) pupils in all the nomadic primary schools in Adamawa State 1,212 male pupils and 1,044 female pupils offering Islamic Studies in all the nomadic primary schools in Adamawa State. A sample size of this study, comprised intact classes of 176 Pupils, which consists of 109 male and 67 female offering Islamic Studies, from 6 nomadic primary schools, 3 school from pre-settled and another 3 from permanent movement group in Adamawa State. A performance test instrument labelled Islamic Studies Performance Test (ISPT) was used for data collections, with the assistance of qualified and competent Islamic Studies Teachers. The data for this study was collected through the administration of instrument in pre- test and post- test format on the pupils with the help of research assistants. Descriptive and inferential statistical tools was used to analyse the data, frequencies and percentage was used to analyse the respondents based on group (experimental and control). Mean and standard deviation was used to answer the research questions. Significant variations in mean responses from all the test groups was

analysed by applying independent t-test, this in conformity with Olatoye and Adekoya (2018), in which they asserted that the use of independent t-test is appropriate for comparing two means of two samples even if they have diffident numbers of replications. All the hypotheses were analysed at 0.05 level of significance.

4.1 Data Presentation and Analysis

Research Question One: What is the pre-test and post-test performance of pupils in nomadic primary schools taught Islamic Studies with inquiry method?

Table 1: Performance of pupils taught Islamic Studies Using Inquiry Method in Nomadic Primary Schools in Adamawa State

Stat	Pre-Test	Post Test
Mean	27.82	44.22
SD	10.56	17.09

n=65

Table 1 revealed the performance of pupils taught Islamic studies using inquiry teaching method in nomadic primary schools in Adamawa state. The mean scores as displayed on the table showed that, the mean scores for post-test are better than that of pre-test. Precisely, the mean score during pre-test was 27.82 which increased to 44.22 with respective standard deviation of 10.56 and 17.09. This showed means score difference of 16.40. More so, the respective standard deviations showed that the pupils' performance varied widely from each other.

Research Question Three: What is the performance of nomadic pupils taught Islamic Studies using inquiry method and those taught using conventional method in nomadic primary schools in Adamawa?

Table 2: Performance of Pupils Taught Islamic Studies Using Inquiry and Conventional Methods in Nomadic Primary Schools in Adamawa State

Method	N	Pre-Test Score		Post-Test Score	
		Mean	SD	Mean	SD
Inquiry	65	27.82	10.56	44.22	17.08
Conventional	55	25.69	10.73	37.43	15.55

Table 2 revealed the performance of pupils taught Islamic studies using inquiry and those taught using conventional methods in nomadic primary schools in Adamawa State. The mean scores as shown in the table indicates that pupils taught Islamic Studies using inquiry method had higher performance mean scores in their pre-test and post-test. For instance, the mean score of pupils in inquiry methods increased from 27.82 to 44.22, with corresponding standard deviation of 10.56 and 17.08, while the means score for pupils in conventional method increased from 25.69 to 37.43 with standard deviation of 10.73 and 15.55 respectively. These showed that, the pupils mean score difference is 2.13 and 6.79 in pre and post-test respectively. The standard deviation at each level indicated that, pupils' performance varied widely from each other.

H_{O1}:   There is no significant difference in the pre-test and post-test performance of nomadic primary pupils taught using inquiry method in Adamawa State.

Table 3: Summary of Independent Sample t-test on the Performance of Pupils Taught Islamic Studies Using Inquiry Method in Nomadic Primary School in Adamawa State

Test	N	Mean	Std. Dev.	t-cal	df	α	t-crit	p-value	Decision
Pre-Test	65	27.82	10.56	6.58	128	0.05	1.96	0.00	Reject

Post-Test	65	44.22	17.09						

Table 3 revealed the performance of pupils taught Islamic studies using inquiry method in nomadic primary schools in Adamawa state. The table showed that the nomadic pupils taught Islamic studies using inquiry had pre-test mean score of 27.82 with standard deviation of 10.56, while the mean score at post-test is 44.22 with standard deviation of 17.09. The t-calculated of 6.58 is greater than the t-critical of 1.96, while the p-value is 0.000 ($P<0.05$). The null-hypothesis which states that there is no significant difference in the pre-test and post-test performance of nomadic primary pupils taught Islamic Studies using inquiry method in Adamawa State was rejected. This result therefore suggested that, pupils taught Islamic studies using inquiry method performed better at post-test than their pre-test in nomadic primary schools in Adamawa State.

H_{O2}: There is no significant difference in the performance of nomadic pupils taught Islamic Studies using inquiry method and those taught using conventional method in nomadic primary school in Adamawa State.

Table 4: Summary of Independent Sample t-test on the Performance of Pupils Taught Islamic Studies Using Inquiry Method and Those Taught Using Conventional Method in Nomadic Primary School in Adamawa State

Test	N	Mean	Std. Dev.	t-cal	df	A	t-crit	p-value	Decision
Inquiry	65	44.22	17.09	2.256	109	0.05	1.96	.026	Reject
Conventional	55	37.44	15.55						

Table 4 revealed the performance of pupils taught Islamic studies using inquiry and those taught using conventional methods in nomadic primary schools in Adamawa state. The table showed that, the pupils taught Islamic studies using inquiry method had the mean score of 44.22 with standard deviation of 17.09, while the pupils taught Islamic studies using conventional method had the mean score of 37.44 with standard deviation of 15.55. The t-calculated of 2.27 is greater than the t-critical of 1.96 while the p-value is 0.026 ($P<0.05$). The null-hypothesis which stated that, there is no significant difference in the performance of nomadic pupils taught Islamic Studies using inquiry method and those taught using conventional method in nomadic primary school in Adamawa State was rejected. This result therefore suggested that, the pupils taught Islamic studies using inquiry method performed better than those taught using conventional method in nomadic primary schools in Adamawa State.

4.2 Discussion

The finding on research question one and its equivalent hypothesis shows the results of pupils taught using inquiry method. The pre-test mean score was 27.82 and post-test mean score was 44.22. The hypothesis testing provided a p-value of 0.00 which is less than the 0.05 level of significant. This indicates that the use of inquiry method to teach Nomadic primary school pupils significantly enhanced and facilitated pupils understanding and increased their academic performance. This finding conformed to the outcome of earlier works carried out by Parr and Edwards (2014); Shahril (2015); Shofoyeke (2016), Suraiya (2017);which revealed that using inquiry method to teach pupils influenced their understand and performance in their respective studies. Their studies confirmed the fact that inquiry method significantly improved students' achievement and participation in various studies more than the conventional methods. Also, study by Shahril (2015) established the fact that inquiry method of teaching on the performance of students. Though, the current finding is not conformed to the finding by Suraiya (2017) which established that inquiry teaching method

had insignificant difference effect on pupils' performance when compare with lecture method. Meanwhile, the studies were conducted at secondary schools' level and some aspects of Islamic Religious Studies were considered.

The finding on research question two and its equivalent hypothesis shows the results of pupils taught using inquiry method and those taught using conventional teaching method in nomadic primary schools in Adamawa State. The post-test mean score for inquiry method was 27.82 and post-test mean score for conventional method was 25.69. The hypothesis testing provided a p-value of 0.026 which is less than the 0.05 level of significant. This indicates that the use of inquiry method to teach Nomadic primary school pupils significantly enhanced and facilitated pupils understanding and increased their academic performance compared to the conventional method of teaching. This finding concurs with the earlier finding by *Shaqat and Hussaini (2015)* in their respective studies which showed that using inquiry method significantly influence learners' performance than those taught using conventional method.

The hypothesis three which stated that there is no significant difference in the performance of nomadic pupils taught Islamic Studies using, inquiry method and those taught using conventional method in nomadic primary school in Adamawa State is rejected due to the fact that inquiry method has significant effect on pupils' performance compared to the conventional method of teaching. The p. value $0.026 < 0.05$ level of significance.

4.3 Conclusion

Teaching method is an essential strategy of imparting knowledge on learners. Therefore, this study through its findings has shown that teachers in the nomadic school need special teaching method such as inquiry teaching method to support their teaching process. The study has evidentially shown that inquiry method enables pupils to go beyond the simple memorization of idea and facts into the realm of creating new and deeper understanding about concept especially the Islamic Studies.

4.4 Recommendations

The following recommendations were made based on the findings from this study that:

i. Teachers of Islamic studies should use inquiry method to teach pupils in Nomadic primary school to encourage self-cognitive development since the pupils performed significantly in Islamic studies when taught using inquiry method.

ii. The Adamawa state government through ministry of education and UBEC should partnered with other professional bodies to organize training for Nomadic teachers on uses of inquiry method of teaching.

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