

EFFECTS OF INDIVIDUALISED AND PEER-TUTORING LEARNING STRATEGIES ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ISLAMIC STUDIES IN KATSINA STATE, NIGERIA

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Abstract

This study investigated effects of individualized and peer-tutoring learning strategies on academic performance of secondary school students in Islamic studies in Katsina state, Nigeria. A quasi-experimental pretest and post-test design was adopted. The population of the study comprised of all SSII students in Katsina state out of which two hundred and ninety four (294) students were selected through multi-stage sampling technique from four (4) selected schools. 30 multiple-choice Islamic Studies Student's Performance Test (ISSPT) was used to collect the data for the study. The reliability of the instrument was established using test-retest method; computed using PPMC and the value obtained was 0.70. The experimental groups were taught using individualized and peer tutoring learning strategies while, the control group was taught using lecture method. T-test for independent sample was used to test the hypotheses. Findings of the study indicated that students exposed to the individualized and peer tutoring learning strategies achieved significantly higher academic performance in Islamic Studies compared to their counterparts taught using the lecture method. The study concluded that individualized and peer-tutoring learning strategies significantly enhanced the academic performance of senior secondary school II students in Islamic Studies compared to the conventional lecture method. Based on the findings, it is recommended that the federal and state ministries of education should formally integrate individualized and peer-tutoring learning strategies into the national and state Islamic Studies curriculum as approved learning strategies, replacing the overreliance on the conventional lecture method.

Keywords: Individualized, Peer-Tutoring Learning Strategies, Academic Performance, Islamic Studies

Introduction

Education is an essential process in human development. It also deals with the total process of human learning by which knowledge is imparted, faculties are trained and different skills are developed. According to Bamisaiye (2019) education is a cumulative process of development of intellectual abilities, skills and attitudes, all of which form various outlooks and dispositions to action in life. Individualized learning is a process of learning which allows learner to pursue his own learning in his way and at his own speed. Central to this approach is the adaptation of

instruction to align with each student's unique needs, interests, and learning styles, thereby enhancing engagement and maximizing academic performance (Akyuz, 2020).

Rasheed (2024) observed that a compelling example of individualized learning can be found in the early experience of Prophet Muhammad (SAW) during the first revelation. While in seclusion in the Cave of Hira, the Prophet was personally instructed by Angel Jibril (AS), who commanded him to "Read" (Iqra') illustrating the principles of individualized instruction through direct guidance, continuous support, and learning at the learner's pace. This moment exemplifies core principles of individualized learning: instruction adapted to the learner's readiness, delivered in a manner suited to his context, and paced according to his ability. This approach is grounded in the psychological understanding of individual differences (Igwe, 2017). It emphasizes the design of learning experiences that accommodate each student's personal needs, learning preferences, and pace.

Peer tutoring has positive impacts on student learning, motivation and socialization. Peer tutoring was found effective in the development of creativity and problem-solving skills of both tutors and tutees. Due to its interactive nature, peer tutoring helps the tutor in understanding the mental level of the tutees and concept about the topic. Peer tutoring refers to a situation where one student provides instructional assistance and guidance to another student (Annis, 2018). Islamic Studies plays a crucial role in nurturing students' knowledge, understanding, appreciation, and practical experience of Islam, thereby shaping their moral character and guiding them in living according to Islamic values (Masturin, 2024). Consequently, there is a growing need to adopt more dynamic and innovative pedagogical strategies that move beyond rote memorization and promote the genuine internalization and practice of Islamic teachings.

Academic performance is a vital measure of the extent to which learning objectives are achieved, serving as a key indicator of students' mastery of knowledge, skills, and attitudes outlined in the curriculum. It is typically evaluated through tests, examinations, assignments, and other assessments, which also provide insight into the effectiveness of teaching and learning strategies (Sadler, and Dweck, 2014). For educators, parents, policymakers, and researchers, academic performance functions as both a benchmark for student progress and a tool for evaluating instructional quality. As this study sets to examine the effects of individualized and peer-tutoring learning strategies on academic performance of secondary school students in Islamic Studies in Katsina state, Nigeria.

Statement of the Problem

Islamic Studies plays a vital role in the moral, spiritual, and intellectual development of students. Secondary school is a crucial stage where foundational knowledge and values are expected to be firmly established. However, a significant challenge confronting the teaching and learning of Islamic Studies in secondary schools is the students' limited proficiency in the Arabic language, which serves as the primary medium of instruction for many Islamic texts and concepts. Arifin (2024) observed that one major problem in the study of Islamic-related

subjects such as Arabic language, is the lack of awareness among learners and even some teachers about the importance of mastering Arabic, which serves as the primary language of Islamic texts and scholarship. This lack of awareness affects students' ability to fully appreciate and engage with Islamic Studies (Arifin, 2024).

The continued use of teacher-centred approaches, rote memorization, lecture methods, and examination practices that emphasize recall rather than understanding further contributes to shallow learning and poor long-term retention. Students' low motivation and participation are also associated with the difficulty of Arabic and the traditional nature of instruction. This is supported by Bala, Abdulwahab, Melor, Dior, Tajul, Ramlee and Noriah (2024), who found that Islamic Education teachers in West African schools prefer traditional approaches, relying heavily on textbooks and memorization techniques rather than adopting modern, student-centered strategies. Such methods do not encourage interactive or learner-focused engagement that would help student's better grasp Islamic teachings and improve their language skills. In this regard, a call for innovative learning strategies is inevitable. These include individualized, and peer tutoring learning strategies are essential for enhancing students' academic performance and retention in Islamic studies.

Objectives of the Study

This study is designed to achieve the following objectives:

1. To determine the effect of individualized learning strategy on students' academic performance in Islamic Studies and those taught using the lecture method in secondary schools in Katsina state.
2. To determine the effect of peer-tutoring learning strategy on students' academic performance in Islamic Studies and those taught using the lecture method in secondary schools in Katsina state.

Research Questions

This study was guided by the following questions:

1. To what extent does the individualized learning strategy affect students' academic performance in Islamic Studies compared to those taught using the lecture method in secondary schools in Katsina state?
2. What is the effect of the peer-tutoring learning strategy on students' academic performance in Islamic Studies compared to those taught using the lecture method in secondary schools in Katsina State?

Hypotheses

Based on the research questions raised, the following hypotheses were formulated and tested at the 0.05 level of significance:

H₀₁: There is no significant difference in academic performance between students taught using the individualized learning strategy and those taught using the lecture method in Islamic Studies in secondary schools in Katsina state.

H₀₂: There is no significant difference in academic performance between students taught using the peer-tutoring learning strategy and those taught using the lecture method in Islamic Studies in secondary schools in Katsina state.

Methodology

This study adopt a quasi-experimental research design, which is appropriate given the need to investigate cause-and-effect relationships between learning strategies, students' and academic performance. Specifically, the pre-test and post-test were employed. The target population cut across the three senatorial zones comprises 262 co-educational public senior secondary schools with SSII students in Katsina state. According to the Katsina State Zonal Education Quality Assurance, the total population is 272,385 students, consisting of 146,854 males and 125,531 females. The sample of this study consisted of 294 respondents. The multi-stage sampling procedure, cluster, purposive sampling and random sampling were used.

This study adopt one research instrument titled: Islamic Studies Student's Performance Test (ISSPT). The data were collected, marked, and recorded accordingly. Pearson Product Moment Correlation (PPMC) was used to establish the reliability coefficient of the instrument. The reliability coefficient of 0.87 was obtained and considered adequate for this study. The scores obtained from the ISSPT provided the data for testing hypotheses H₀₁ to H₀₂. Hypotheses H₀₁ to H₀₂ were tested using the independent samples t-test. Data analysis was carried out using Statistical Package for the Social Sciences (SPSS) Version 25.

Results

H₀₁: There is no significant difference in academic performance between students taught using the individualized learning strategy and those taught using the lecture method in Islamic Studies in secondary schools in Katsina state.

Table 1: Independent Samples t-test Analysis Academic Performance Scores of SSII Islamic Studies Students Exposed to Individualized Learning Strategy and Lecture Method

Variable	N	Mean	SD	Md	df	t-value	p-value	Remark
Individualized Learning Strategy	60	53.0667	3.9867					
Lecture Method	75	39.7333	4.6654	13.3334	133	17.586	.000	Sig

t-test at .05 alpha level of significance

Table 1, revealed that an independent samples t-test showed that students exposed to the Individualized Learning Strategy (M = 53.0667, SD = 3.9867) scored significantly higher than those taught using lecture method (M = 39.7333, SD = 4.6654), $t(133) = 17.586$, $p < .000$. The mean difference in academic performance between individualized Learning Strategy and Lecture Method is 13.3334. This result indicates a very strong statistical difference between

the two groups. The t-value suggests that the difference is not only statistically different but also practically meaningful.

H₀₂: There is no significant difference in academic performance between students taught using the peer-tutoring learning strategy and those taught using the lecture method in Islamic Studies in secondary schools in Katsina state.

Table 2: T-test showing the Difference in Academic Performance between Peer-Tutoring Learning Strategy and Lecture Method of Teaching Islamic Studies

Variable	N	Mean	SD	Md	df	t-value	p-value	Remark
Peer-Tutoring Learning Strategy	77	44.4805	3.9390					
Lecture Method	75	39.7333	4.6654	4.7472	150	6.785	.000	Sig

t-test at .05 alpha level of significance

Table 2, reveals that an independent samples t-test showed that students exposed to the Peer-Tutoring Learning Strategy ($M = 46.2222$, $SD = 3.9390$) scored significantly higher than those taught using lecture method ($M = 39.7333$, $SD = 4.6654$, $t(150) = 6.785$, $p < .001$). The mean difference in academic performance between Peer-Tutoring Learning Strategy and Lecture Method is 4.7472. The difference is statistically significant, meaning Peer-interaction enhances students' academic performance.

Discussion of Findings

The findings revealed a statistically significant difference in the academic performance of students taught Islamic Studies using the individualized learning strategy and those taught using the lecture method, with students in the individualized learning group performing better. This may be because individualized learning allows students to learn at their own pace, meet their specific learning needs, and participate actively in the learning process. The finding is consistent with Kamau (2018), who reported that learner-centred approaches significantly improve students' academic performance, and Alenezi and Lumbilsa (2023), who found that individualized learning enhances academic achievement through active participation and learner autonomy. Similarly, Moosa, Maulana, and Olaide (2025) concluded that individualized learning strategies significantly improve students' learning outcomes in Islamic Studies.

Furthermore, the findings revealed no statistically significant difference in the academic performance of students taught using the peer-tutoring learning strategy and those taught using the lecture method. This suggests that peer tutoring did not significantly improve academic performance under the conditions of the present study. The finding differs from Muhassin, Salwa, and Ibrahim (2019), who reported a strong positive relationship between Qur'anic memorisation

and English vocabulary acquisition through collaborative learning, as well as Farizal (2024), Rohilah (2024), and Noor (2024), who found that peer tutoring improved students' academic performance, engagement, reading fluency, and learning outcomes in Islamic and Arabic Studies. Similarly, Afni (2025) found that peer tutoring significantly improved students' academic achievement through collaborative and learner-centred activities. The differences between the present findings and those of previous studies may be due to variations in treatment duration, implementation procedures, learner characteristics, classroom environments, and educational contexts, which may influence the effectiveness of these learning strategies in improving students' academic performance.

Conclusion

The study concluded that, the individualized learning strategy was the most effective method for enhancing students' academic performance in Islamic Studies than the peer-tutoring learning strategy, while the peer-tutoring learning strategy was also more effective than the lecture method.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. The Federal and State Ministries of Education should formally integrate individualized, spaced-repetitive, and peer-tutoring learning strategies into the national and state Islamic Studies curriculum as approved learning strategies, replacing the overreliance on the conventional lecture method.
2. Professional associations like the National Board for Arabic and Islamic Studies (NBAIS), the Muslim teacher's Association of Nigeria (MUTAN) and the Nigeria Educational Research and Development Council (NERDC) should organize workshops to train and retrain teachers on the use of individualized, spaced-repetitive, and peer-tutoring learning strategies

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