

ADEQUACY AND UTILIZATION OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) FACILITIES FOR TEACHING ISLAMIC STUDIES IN COLLEGES OF EDUCATION IN NORTH CENTRAL, NIGERIA

USMAN, ADISA ISSA¹; AYUBA, OLANIYI JIBRIL²; ADISA, ADESINA ADENIRAN³

^{1,2,3} Al-Hikmah University Ilorin, Nigeria

E-mail: imamabujamilat@gmail.com; ayubaolaniyijibril38@gmail.com;
adisaadesina7153@gmail.com

Abstract

This study examined the adequacy and utilization of Information Communication Technology (ICT) facilities for teaching students' Islamic studies in Nigerian Colleges of Education, North Central geo-political zone of Nigeria. Descriptive survey method was adopted in the study. The population of the study covered all Islamic studies lecturers in all colleges of Education in North Central Geo-Political Zone. The purposive sampling technique was used to select three colleges of education and fifteen lecturers of Islamic studies as sample size of the study. Two research questions were raised and answered using percentage. The findings of the study revealed that ICT facilities are available to teach Islamic studies in colleges of education, North Central, Nigeria and that lecturers of Islamic studies in colleges of education, North Central, Nigeria used ICT facilities to teach Islamic studies. The study further recommended that the government, school administrators and all other stakeholders should provide ICT and ensure that lecturers are fully trained and re-trained on how to use the ICT facilities in our tertiary institutions.

Key words: ICT, Islamic studies, Colleges of Education, Availability, Teaching

Introduction

The significance of Information Communication Technology (ICT) in education can never be underestimated. ICT has become a veritable tool that makes teaching and learning simpler, closer, fun and easier at any time and in any place worldwide. The pervasiveness of ICT has brought about rapid growth in all sectors particularly education. Information and Communication Technology (ICT) is an indispensable part of the contemporary world. In fact, culture and society have to be adjusted to meet the challenges of the knowledge age. According to (Ajisafe, 2014) information and communication technology (ICT) is all forms of technological facilities used in creating, storing, processing and using information in various forms to aid education. Information and Communication Technology (ICT) is a technological tool such as lap top, internet, computer and host of others that are used in educational industry to fast track the facilitation of teaching and learning through typing, coping, pasting, editing, storing, and sending instructional information in an electronic form (Usman & Odi-on, 2019). Information and communication technology has become the most relevant and frequently tool used instructional aids that can enhance effective and efficient teaching and learning (Oluwalola, 2021; Victor & Bolanle, 2017). Oluwalola (2021) maintained that information and communication technology is a powerful force that has reshaped several ways of doing things in people's life including education. Malcom and Godwill (2008) commented that the knowledge of application and utilization of ICT assisted students, teachers, administrators and the host of others in numerous ways including giving progress to students' performance, changing teachers' pedagogical approaches, serving as extra reference materials for students to deepen understanding of concepts being taught in the classrooms. In the same vein, Adel and Monurin (2008) noted that accessibility and usability of ICT

afford teachers opportunity to personalized, flexible and simple methods of instruction that are independent of space and place.

According to Federal Republic of Nigeria (FRN, 2014) tertiary education in Nigeria is designed to produce high level manpower that will effectively man the various sectors of the country's economy. However, tertiary education is expected to contribute to national development by strengthening and diversifying its programs for the development of needful high manpower for the nation through making professional course contents reflect national contemporary issues and the way out. These objectives could be achieved through effective teaching, research and other related academic activities. Akpan (2014) noted that it is impossible for lecturers in tertiary institution nowadays to teach effectively and efficiently without ICT facilities. In education, tertiary institution is expected to train skillfulness and shape behaviour patterns of individual learners through a well-designed program (Oluwalola, 2021).

Islamic studies is one of the subjects offered in tertiary institutions in Nigeria which is expected to saddle the responsibilities of educating young adults and getting them familiar with what is required of them in order to be useful to themselves and the society at large (Abdul-Rafiu, 2013). According to Abdul-Rafiu, Ajidagba & Adam (2018) teaching Islamic studies in tertiary institutions is highly important because it provides the students with the knowledge of Islamic education. It is the subject through which the Islamic codes of conduct are imparted to the students. Islamic codes of conduct are: honesty, goodness to parents, tolerance, kindness, forgiveness, trustworthiness, righteousness, and cordial relationship with others, egalitarianism, purity, reliability, dependability, politeness, humbleness, kindness, obedience, brotherhood and the host of others.

UNESCO (2011) commented that the use of ICT in teaching in tertiary institution is said to be effective when the procurement of technological devices is available, application is well secured and the lecturers are well trained. FRN (2013) added that education is now expected to focus more on the application of ICT in teaching at all levels of education in Nigeria. Nature of teaching remains central debate among the researchers in any academic arena nowadays. ICTs remain veritable facilities that possess an ample of prospect for educational institutions to harness and use technology to complement the teaching and learning process. The unavailability, low accessibility and low usability of ICT in tertiary institution have hampered the teaching performance which in turn has serious effect on students' performance. The institutions are faced with the challenge of how to enhance lecturers' performance in this vigorous, information-rich, and incessantly changing environment. It is against this background, therefore, that the present study investigated the availability and usability of ICT for teaching Islamic Studies in colleges of Education in North Central, Nigeria.

Purpose of the Study

The general purpose of this study was to investigate the adequacy and utilization of ICT facilities for teaching Islamic Studies in colleges of education in North Central, Nigeria. And specifically to determine the:

1. Adequacy of ICT facilities for teaching Islamic studies in colleges of education in North Central, Nigeria.
2. Utilization of ICT facilities for teaching Islamic Studies in colleges of education in North Central, Nigeria.

Research Questions

The following questions were answered during the course of this study:

- i. How adequate ICT facilities for teaching Islamic Studies in colleges of education in North Central, Nigeria?

- ii. What is the level of utilization of ICT facilities in teaching Islamic studies in colleges of education in North Central, Nigeria?

Adequacy and Utilization of ICT Facilities in Teaching Islamic Studies

The role played by ICT in simplifying teaching and learning in education can never be overestimated. The pervasive dependency on modern technology in teaching has dragged teachers, educators and researchers to restructure their traditional teaching strategies and focus on latest technologies and facilities (Glenn, Ahmad, Darwich, Maitama & Dayani, 2021). Summarily, Victor and Bolanle (2017) stated that the effectiveness in teaching is guaranteed when different information and communication technologies are applied during the course of teaching. The utilization of modern ICT facilities enhances the teaching and learning because it brings about good communication among the lecturers, students and administrators. Unlimited access in the area of availability and utilization ICT in teaching is given to science related courses while a very little attention is paid to religion oriented causes in which Islamic studies is one of them (Zedan, Yusoff & Mohamed, 2015). They noted that teaching Islamic studies in the country where the primary religion is Islam remains focused on traditional ways of teaching pedagogy and it is evident that 21st century teaching and learning should be more technology-oriented. Rummana, Shaheen, Chaity, Bokhari, Anwar, Abbas & Wahid, (2011) and Al-Sharaf, (2013) added that Islam does not in any way disapprove the application of science and technology in improving the scope of Islamic education.

Akpan (2014); Gay and Blades (2005) revealed that the use of ICT in teaching showcases lecturers' job efficacy and effectiveness due to its ability to endow the knowledge of retrieving, copying, pasting, sending, receiving, manipulating and presenting data and information. Usman and Odion (2019) submitted that proper utilization of ICT in teaching has strong impact on the quality and quantity of teaching, learning and research in education industry. Glenn et al (2021) submitted that despite the pervasiveness of technologies in the schools, colleges and university, the utilization and application remain a serious challenging issue among the teachers and students. El-Sayeed, Greenhill and Westrup (2015) submitted that technology-oriented methodologies play some fundamental roles in teaching and learning of religious studies this time around. It is noted that distribution of heirs, calculation on Zakat, calling to Salat (prayer), recitation of Quran and the host of Islamic concepts can be taught in the class with the aid of technology.

Methodology

The research design used in this study was descriptive survey type because it requires the collection of data for testing hypotheses generated or provides answer to research questions formulated. The population for this study was all Islamic studies lecturers numbering 35 from all colleges of education from all states under North Central geo-political zone in Nigeria. And the population is small and can be control therefore all of them will be used for the study, there will be no sampling.

The instrument used in the study was an adapted questionnaire from Obakhume (2011) titled Adequacy and Utilization of ICT facilities for the Teaching of Islamic Studies in Colleges of Education (AUICTTISCE). The questionnaire embodied ten (10) items and mean and standard deviation was used to answer the research questions formulated using the following scales:

Very Adequate	-	76-100%
Adequate	-	51-75%
Not Adequate	-	26-50%
Very Inadequate	-	0-25%

For research question one a cut-off point of 50% and above is considered adequate and below 50% is considered not adequate.

RESULTS

Research Question 1: How Adequate are the ICT facilities for teaching Islamic Studies in colleges of education in North Central, Nigeria?

Table 1: Adequacy of ICT Facilities for Teaching Islamic Studies in Colleges of Education, North Central, Nigeria. (Student to Hardware Ratio 1:40)

S/N	Item	No. Observed	No. Expected	Percentage Observed	Remark
1	Computer	12	12	100	Adequate
	Interactive White Boards			1.1	Not Adequate
2	Boards	25	42		
3	Internet	5	12	41.7	Not Adequate
4	Multimedia Projector	9	68	13.2	Not Adequate
5	Mp3	1	39	2.6	Not Adequate
6	Photocopy Machine	1	40	2.5	Not Adequate
7	Radio	2	36	5.6	Not Adequate
8	Scanner	2	33	6.1	Not Adequate
9	Smart phones	4	53	30.8	Not Adequate

The data in Table 1 shows that computer, interactive white board, Internet, multimedia projector, photocopy machine, radio, scanner, smart phones and television are the available but not at adequate proportion to the number of the students in the college of education for teaching Islamic studies in North Central, Nigeria while Mp3 is the only ICT tool that is not available for teachers of Islamic studies in colleges of education, North Central, Nigeria. This implies that ICT facilities are available to teach Islamic studies in colleges of education, north central, Nigeria.

Research Question 2: What is the level of utilization of ICT facilities in teaching Islamic studies in colleges of education in North Central, Nigeria?

Table 2: Level of Utilization ICT facilities for teaching Islamic Studies in Colleges of Education, North Central, Nigeria.

ICT facilities Usability Inferences	Used (%)	Not Used (%)
1. Computer	15 (100%)	- U
2. Interactive White Boards	13 (86.7%)	2 (13.3%) U
3. Internet	15 (100%)	- U
4. Multimedia Projector	10 (66.7%)	5 (33.3%) U
5. Mp3	-	15 (100%) NU
6. Photocopy Machine	15 (100%)	- U
7. Radio	15 (100%)	- U
8. Scanner	14 (93.3%)	1 (6.7%) U
9. Smart phones	15 (100%)	- U
10. Television	15 (100%)	- U

Data in Table 2: shows that computer, interactive white board, Internet, multimedia projector, photocopy machine, radio, scanner, smart phones and television are the available ICT facilities used for teaching Islamic studies in colleges of education, North Central, Nigeria while Mp3 is the only ICT tool that is not used for teaching Islamic studies in colleges of education, north central, Nigeria. This implies that lecturers of Islamic studies in colleges of education, north central, Nigeria used ICT facilities to teach Islamic studies.

Discussion of the Findings

1. ICT facilities are available to teach Islamic studies in the colleges of education in the north central zone of Nigeria. The finding of this study was in line with the findings of Jibril (2019), Owoyale-AbdulGaniy and Jibril (2020) whose findings revealed that ICT facilities are available to teach Islamic studies in senior secondary schools in Kwara State, Nigeria. However, this finding was contrary to the findings of Ayoku (2017) and Umar (2019) whose findings revealed that ICT facilities were not available to teach in upper basic schools in Kwara State.

(2) Lecturers of Islamic studies in Colleges of Education, North Central, Nigeria used ICT facilities to teach. The findings of this study was in line with the submissions of Jibril (2019), Owoyale-AbduGaniy and Jibril (2020) whose findings revealed that teachers used the available ICT facilities to teach in upper basic schools. In a contrary vein, the findings of this study was contrary to the findings of Jimoh (218) whose findings revealed that teachers do not use the available ICT facilities to teach because they lack the necessary skills, knowledge and experience to integrate ICT facilities to teaching and learning process.

Conclusion

It was concluded that ICT facilities are not adequate and under-utilized in teach Islamic studies in colleges of education in North Central geopolitical zone of Nigeria, and lecturers of Islamic studies in colleges of education, North Central, Nigeria used ICT facilities to teach Islamic studies.

Recommendation

The following recommendations were made based on the findings of the study:

1. Government and school administrators should ensure that ICT facilities are adequately provided in the colleges of education.
2. Seminars, workshop, conferences and other programme should be organized for training of lecturers/teachers on how to use ICT facilities to enhance effective and efficient teaching and learning.

References

- Abdul-Rafiu, J. (2013). Instrumentality of religious and moral education for peace building in Nigerian schools. *Nigeria Association of teachers of Arabic and Islamic studies (NATAIS) journal of Arabic and Islamic studies*, 6, 1-8
- Abdul-Rafiu, J., Ajidagba, U.A. & Adam, Z.S. (2018). Parenting styles and secondary school attitudes towards Islamic studies in Kwara Central Senatorial District, Nigeria. *KIU journal of social sciences*, 4,3, 7-16
- Adel B.Y. and Monurin D. (2008). The Impact of ICT on Student Performance in Higher Education: Direct Effects, Indirect Effects and Organizational Change. *Revista de Universidad y Sociedad Del Conocimiento*. 5 (1), 46 – 56
- Ajisafe, O.E. (2014). Fostering Utilization of Information and Communication Technology (ICT) skills among students of business education. *Journal of Association of Business Educators of Nigeria*, vol. 5, no. 5, pp. 5¹ 5-174

- Akpan, C.P. (2014). ICT competence and lecturers job efficiency in universities in Cross River State, Nigeria. *International Journal of Humanities and Social Science*, vol. 1, no. 10, pp. 259-266,
- Al-Sharaf, A. (2013). Developing scientific thinking methods and applications in Islamic education," *Education*, 133, 3, 272-282
- El-Sayed, H., Greenhill, A. and Westrup, C. (2015). I download my prayer schedule': Exploring the technological mediation of Islamic religious practice at work. *Culture Religion*, 16,1, 35-50.
- Federal Republic of Nigeria (2014) National Policy on Education.4th Edition. Abuja: NERDC.
- Gay, G. & Blades, R. (2005). *Information Technology for CXC CSEC*. Oxford, UK: Oxford University Press
- Malcolm, E. & Godwyll, F. (2008), *Diffusion of Information Communication Technology in Selected Ghanaian Schools*. Unpublished Doctoral dissertation, Ohio University
- Obakhume, A.A. (2011). Assessment of teachers' use of information and communication technology in Oyo Metropolis of Nigeria. *Journal of educational and social research*,1,5, 131-136
- Oluwalola, F.K. (2021). Evaluation of ICT facilities accessibility to business education lecturers and students. *Journal of education and learning (edulearn)*, 15,1, 64-69
- Qazi, A., Hardaker, G., Ahmad, I. S., Darwich, M., Maitama, J.Z. &Dayani, A. (2021). *Multidisciplinary rapid review open access journal*, 9,4,45539-45551
- Rummana, R., Shaheen, S., Chaity, N., Bokhari, R., Anwar, L., Abbas,I. K. A.&Wahid, N. (2011). Gender differences in the usage of information andcommunication technologies (ICT): The case for entrepreneurs inBangladesh," in *Proc. IEEE Int. Conf. Comput. Appl. Ind. Electron. (ICCAIE)*, 220_223.
- United Nations Educational, Scientific and Cultural Organization (2011). ISSN9789231042 126
- Usman, O.Z. & Odion, P.O. (2019). Impact of information and communication technology (ICT) on academic performance of tertiary institution students. *A journal publication of Samuel Adedgoyega University*,4,1, 136-146
- Victor, A. A. & Bolanle, R. R. (2017). Extent of Information and Communication Technology (ICT) utilization for students' learning in tertiary institution in Ondo State, Nigeria.*www.ijariire.com*, 3,3, 2369-2376
- Zedan, A. M., Yusof, M. Y. Z. B. M. & Mohamed, M. R. B. (2015). An innovative teaching method in Islamic studies: The use of PowerPoint in university of Malaya as case study. *Procedia-Social Behav. Sci.*, 182,543-549.