

SECONDARY SCHOOL TEACHERS' AWARENESS OF INFORMATION AND COMMUNICATION TECHNOLOGY TOOLS FOR TEACHING ISLAMIC STUDIES IN KWARA STATE

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Abstract

Information and Communication Technology (ICT) has become an indispensable tool, and therefore permeated all aspects of human life, be it health, politics, social, religion, culture, entertainment, education, among others. It is against this backdrop that the study examined secondary school teachers' awareness of information and communication technology tools for teaching Islamic Studies in Kwara State. The study determined the available Information and Communication Technology tools in secondary schools in Kwara State. It was also discovered the use of Information and Communication Technology tools by Islamic Studies teachers based on gender, qualification and experience in Kwara State. Descriptive research method was adopted for this study. The population for this study comprised all secondary school Islamic Studies teachers in Kwara State while the target population was the Islamic Studies teachers at SS I to SS III. Purposive sampling technique was used to sample 150 teachers as respondents for this study which constituted the study sample. A researcher designed checklist was used for the instrument. The research question one and two were answered with percentage. Hypotheses were tested using t-test and One-way ANOVA packages at an alpha level of 0.05. Finding of this study revealed that out of 20 ICT items that were considered on the checklist, seven (7) were 100% available while four (4) were not available at all. Moreover, nine (9) items were available in other secondary schools and were not available in some other secondary schools in Kwara State. There was a significant difference in the Islamic Studies teachers' use of Information Communication Technology tools on the basis of gender and experience but there was no significant difference in the Islamic Studies teacher's use of information and communication technology tools on the basis of qualification. Based on these findings, it was concluded that Islamic Studies teachers are aware of Information and Communication Technology for teaching Islamic Studies in Kwara

State and recommended that government at all levels should assist in the provision of more modern Information and Communication Technology tools in secondary, these include satellite broadcast, digital player computer and PowerPoint and so on.

Keywords: Teachers, Awareness, Information and Communication Technology (ICT), Teaching, Secondary Schools.

Introduction

The field of education has been affected by information and communication technology (ICT) which has undoubtedly affected teaching, learning and research (Yusuf, 2014). Nigeria as a developing country which must participate effectively and ensure a key position in the emerging information age requires effective and efficient ICT system for the development (Achnimugh, Oluwagbemi and Oluwaranti, 2015). There has been an exponential growth in the use of information and communication technology (ICT) which has made great impact on society and in our daily lives (Adeniyi, 2017). ICT may be viewed in different ways, it is an acronym for information and communication technology which involves developing and using technology to process information and aid communication (Muhammad, 2018).

United Nations Educational, Scientific and Cultural Organization, UNESCO (2019) defined ICT as the combination of informatics technology i.e the ICT will be used, applied and integrated in activities of working and methods of information. ICT can be surmised as the proper use of skill and techniques in education and while it fuses on the effective transfer of human learning, it is to confine to teaching tools or aids only. ICT also is an extensional term for information technology (IT) that stresses the role of unified communication and the integration of telecommunication (telephone lines and wireless signals), computer as well as necessary enterprise software middleware, store and audio-visual systems, which enable user to access, store, transit and manipulate information.

Information and Communication Technology (ICT) is a merging or convergence of audio-visual and telephone networks with computer networks through a single cabling or link system (Oliver, 2020). Iwu (2021) viewed Information and Communication Technology (ICT) as a term often used to describe a broad area of human activities. It is the acquisition, processing, storage and dissemination of vocal, practical, textual and numerical information by a microelectronic based combination of computing and telecommunication. Iwu (2021) added that it is the ability to tap any data or information located outside the data bank called network. The network can be Local Area Network (LAN), involving the interconnection of computers in one building, or Wide Area Network (WAN) and the internet which is the higher level of interconnectivity involving the use of fax machines, e-mail, website and so on.

Margaret (2014) described ICT as all the technology used to handle telecommunications, broadcast media, intelligent, building management systems, audiovisual processing and transmission system, and network based control and monitoring functions. ICT is therefore refers to technologies that provide access to information technology (IT) Telecommunications. It is similar to information technologies. This includes the internet, wireless networks, cell phones and other communication mediums. Despite the expansion of ICT use of educational purpose is still relatively small, the use of technology in education and in Islamic studies

education in particular remains on emerging field of study, largely because technological advances introduce new instructional possibilities (Murray, 2017).

Relationship between ICT and Islam

Information Technology is the use of computers and telecommunications for the processing and distribution of information in digital, audio, video and other forms” it is very important to note that based on the fact that Qur’an is neither a scientific text book nor a technology “how to” manual these to those who are unfamiliar with Islam might be questing themselves about the relationship between ICT and a book revealed more than 1400 years ago.

One of the unique features of Islamic society is the way in which it combines the immutable and the flexible. It is a society that adhere firmly to its fixed principles, but at the same time encourages its followers adopts those things which are beneficial to the society. The messenger of Allah (S.A.W) is reported to have said, “Wisdom is the lost property of a believer wherever he/she finds it, he has more right to it”. The prophecy (S.A.W) and early Muslim scholars have possessed an exemplary model on how one should deal with the knowledge. They employed whatever means, were available at that time to access information, store and process and distribute their positive attitude to words knowledge (Oyeniya, 2016). Islam categorized knowledge in to two. The first category of knowledge is that rendered by Allah to operate through revelation.

This knowledge is regarded as the highest form of knowledge and eventually is made compulsory on every Muslim to learn, comprehend and implement. The second type of knowledge’s is that acquired by human via rational inquiry concern with world by matter. This latter form of knowledge includes Tanzur (observation) Tadabbur (deliberation), Tathakkur (recollection) Takfakkur (consideration) Tabassur (understanding) and Ta’aqul (rationalization) all of which is mention in the Qur’an as companion to gather knowledge. It is in the latter category lies the field of ICT. This therefore shows that as ICT is concerned, it has adopted technology and use in a different way by Muslim scholar in early Islamic history most especially to enhance teaching and learning of Islamic education. Service and application offered by technology can efficiently be utilized in order to distribute and increase the level of understanding of Islamic knowledge.

Bases for Using ICT in the Qur’an and Sunnah

The religion of Islam welcomes every new lawful invention or innovation based on the exploration of the forces of nature (Oyeniya, 2016). The Qur’an and Sunnah are the powerful microscope used in determining the lawfulness or otherwise of a thing. By its very nature, Islam welcomes every new lawful invention based on the exploration of the forces of nature. Never can it disallow the use of newer inventions without genuine reason. The Qur’an and Sunnah are the powerful microscope used in determining the lawfulness or otherwise of a thing. It declares that all things are the creation of Allah, who has created them for the benefit of human beings.

“Do you not see that Allah has made subservient to you whatsoever is in the earth, and the ships that sail through the sea by his command? He withholds the heaven from falling on the earth except by his leave.

Verily, Allah is for mankind, full of kindness, most merciful” (Qur’an 22:65).

The early generation of Muslims travelled long distance to study at the hands of scholars. They would spend years of their lives travelling from one city to the next gathering knowledge. Nowadays one can travel around the world spend years of their lives travelling from one city to the next gathering knowledge. Nowadays one can travel around the world in less than a day. However, to gain Islamic knowledge, one does not have to travel at all. This is why online technology is vital for quick search and dissemination of knowledge meaning that Islamic knowledge is at our fingertips. If we want it, we can have it. It is just a matter of making the decision and having the discipline to carryus through (Vaffi, 88)”

Islam is the religion of knowledge. The first verses of the glorious to be revealed enjoined reading which the key to knowledge is. Allah (SWT) says:

“Read! In the name of your lord who has created (all that exists). He has created man from a clot (a piece of thick coagulated blood). Read! And your lord is the most generous. Who has taught (the writing) by the pen. He has taught man that which he knew not” (Q: 96:1-5).

Allah (SWT) created man and provided him with the tools for acquiring knowledge namely hearing, sight and wisdom. Allah says.

“Say: are those who know equal to those who know not? (Q: 39:9)”.

It is only men of understanding who will remember (i.e gets a lesson from Allah’s sign and verses”

Therefore, evidence that Islam does not interfere with scientific discovery, this can be seen from an incident that took place during the time of the messenger of Allah (SAW), who once suggest to farmers that it might be better if they left palm dates tress without cross-pollinating them as they did every year. The following year, farmers complained that the tress did not produce normal yield, so the messenger of Allah (SAW) said” you know the affairs of your life world here? This therefore indicates that every generation of Muslims are to acquire knowledge from either far distance or nearby. Based on these and other similar verses of the glorious Qur’an and the Hadith of the prophet (SAW), the Ulama (Scholars) of the Shafihi school and many from among the hanafities holds that all things of the world are lawful to use, except that if there are grounds to prove otherwise (Sulaiman, 2013).

Statement of the Problem

The result of research conducted by Ajayi and Ekundayo (2019) on the application of ICT in Nigeria Secondary Schools” showed that facilities like computers , radio, (Tape Recorders), television sets, video disc players, bullet board were available in school, while some facilities like projector, electronic notice boards, internets, filmstrips are security available in school. There were effort being made by the stakeholders in education sector to ensure that ICT facilities are available and used in Nigeria Secondary Schools, the level of uptake is still low. The concern of this researcher is on awareness of this tool by the Islamic studies education.

Ajayi's study also reviewed on the availability of ICT for student teachers and his study confirmed that ICT facilities are not available for student teachers' use; and where they are available, it is a matter of out of bounds to the student-teachers. From the review, it could be concluded that teachers do not use ICT facilities in teaching but rather rely on the traditional method of teaching due to the non-availability or lack of access to ICT facilities in teacher training institutions (Ajayi, 2017). Most teachers and student-teachers constantly visit off-campus cyber cafes to use ICT facilities (Olaniyi, 2016). The review in this area therefore justifies the need for the present study.

These studies did not also address the awareness of ICT to the teaching and learning of Islamic studies in Kwara State. To the best of this researcher's knowledge, no study had been conducted on secondary school teachers' awareness of information and communication technology tools for teaching Islamic studies in Kwara State. This is part of the gap that this study intends to fill.

Purpose of the Study

The general purpose of this study is to examine secondary school teachers' awareness of information and communication technology tools for teaching Islamic studies in Kwara State. Specifically, this study aims at finding out:

- a. the available Information and Communication Technology tools in secondary schools in Kwara State.
- b. the use of Information and Communication Technology tools by Islamic studies teachers based on gender.
- c. the use of Information and Communication Technology tools by Islamic studies teachers based on qualification.
- d. the use of Information and Communication Technology tools by Islamic studies teachers based on experience.

Research Questions

The following research questions were answered in this study:

1. What are the available Information and Communication Technology tools in secondary schools in Kwara State?
2. Is there any difference in secondary school Islamic studies teachers' use of Information and Communication Technology tools based on gender?
3. Is there any difference in secondary school Islamic studies teachers' use of Information and Communication Technology tools based on qualification?
4. Is there any difference in secondary school Islamic studies teachers' use of Information and Communication Technology tools based on experience?

Research Hypotheses

The following hypotheses were tested in this study:

- H0₁:** There is no significant difference in the Islamic studies teachers' use of Information Communication Technology tools on the basis of gender.
- H0₂:** There is no significant difference in the Islamic studies teacher's use of information and communication technology tools on the basis of qualification.
- H0₃:** There is no significant difference in the Islamic studies teacher's use of information and communication technology tools on the basis of experience.

Methodology

This study adopted a descriptive survey research type. The population for this study comprised all secondary school teachers in Kwara State. The target population consisted of all teachers teaching Islamic studies at the senior secondary school level in Kwara State. Within the target population, thirty (30) Public and twenty (20) private Senior Secondary School were sampled for the study from Kwara State using Stratified random sampling technique. Purposive sampling technique was used to select three (3) senior secondary Islamic studies teachers in each of the school that make up fifty (50) schools in Kwara State for a total number of one hundred and fifty respondents for this study. This sample was chosen because of number of teachers of Islamic studies that were not much and also, it enabled researcher to use the available teachers. A researcher designed checklist was used for the instrument. The research question one and two were answered with percentage. Hypotheses one was tested using t-test statistic while hypotheses three (3) four (4) and five (5) were tested using One-Way Analysis of Variance (ANOVA) all at 0.05 alpha level.

Results

Table 1: Available and Not Available ICT Tools in Senior Secondary Schools in Kwara State

S/N	ICT Items	Available	Not Available
1	Wireless Technology	150 (100.0%)	- -
2	Fibre Optics	- -	150 (100.0%)
3	Mobile Technology	150 (100.0%)	- -
4	Satellite Dish	20 (13.33%)	130 (86.7%)
5	Electronic Notice Board	- -	150 (100.0%)
6	Digital Camera	10 (6.7%)	140 (93.3%)
7	MP3 Player	150 (100.0%)	- -
8	Multimedia Projector	11 (7.3%)	139 (92.7%)
9.	Closed-circuit Television	- -	150 (100.0%)
10.	Television	150 (100.0%)	- -
11.	Video Player	100 (66.7%)	50 (33.3%)
12.	DVD Player	150 (100.0%)	- -
13.	Radio	150 (100.0%)	- -
14.	Desktop Computer	150 (100.0%)	- -
15.	Laptop Computer	140 (93.3%)	10 (6.7%)
16.	Palmtop Computer	20 (13.3%)	130 (86.7%)
17.	Smart Phones	121 (80.7%)	29 (19.3%)
18	Scanner	30 (20%)	120 (80%)
19.	Interactive Board	- -	150 (100.0%)
20	Photocopier	28 (18.7%)	122 (81.3%)

Table 1 shows that out of the 20 ICT items that were considered on the checklist, wireless technology, mobile technology, MP3, television, DVD player, radio and desktop computer were 100% available. In the same vein, fibre optics, electronic notice board, closed-circuit television and interactive board were not available at all. Also, 20 (13.33%) of the respondents agreed that satellite dishes were available while 130 (86.7%) respondents claimed that satellite dishes were not available. Moreover, 10 (6.7%) of the respondents agreed that digital camera were available while 140 (93.3%) respondents claimed that digital devices were not available.

Furthermore, 11 (7.3%) of the respondents agreed that multimedia projectors were available while 139 (92.7%) respondents claimed that multimedia projectors were not available.

Also, 100 (66.7%) of the respondents agreed that video players were available while 50 (33.3%) respondents claimed that video players were not available. More so, 140 (93.3%) of the respondents agreed that laptop computers were available while 10 (6.7%) respondents claimed that laptop computers were not available. Additionally, 20 (13.3%) of the respondents agreed that palmtop computers were available while 130 (86.7%) respondents claimed that palmtop computers were not available. Furthermore, 121 (80.7%) of the respondents agreed that smart phones were available while 29 (19.3%) respondents claimed that smart phones were not available. Moreover, 30 (20%) of the respondents agreed that scanners were available while 120 (80%) claimed that scanners were not available. Lastly, 28 (18.7%) of the respondents agreed that photocopiers were available while 122 (81.3%) respondents claimed that photocopiers were not available.

Based on this, it is shown that out of 20 ICT items that were considered on the checklist, seven (7) were 100% available while four (4) were not available at all. Moreover, nine (9) items were available in other secondary schools and were not available in some other secondary schools in Kwara State.

.Table 2: t-test Statistics Showing the Difference in the Islamic studies Teachers’ Use of Information Communication Technology Tools on the basis of Gender

Gender	N	Mean	S.D.	Df	t-cal	Sig.	Remark
Male	105	3.752	1.232	-			
				148	1.424	0.03	S
Female	45	2.003	1.021				

***Significance at p<0.05**

Table 2 shows the t-value of 1.424 obtained with a p-value of 0.03 computed at 0.05 alpha level. Since the p-value of 0.03 is less than 0.05 level of significance, the null hypothesis one is rejected. This implies that there is a statistically significant difference in the Islamic studies teachers’ use of Information Communication Technology tools on the basis of gender ($t_{(148)} = 1.424; p > 0.05$). This difference was noted by male teachers of Islamic studies whose mean score 3.75 was greater than that of female (2.00).

Table 3: ANOVA Summary of the Difference in the Islamic studies Teachers’ Use of Information Communication Technology Tools on the basis of Qualification

Variables	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between Groups	661.248	4	165.313			
Within Groups	27584.345	145	192.098	0.860	0.92	NS
Total	28245.593	149				

***Significance at p>0.05**

As shown in table 3, the F-value of 0.860 with a p-value of 0.92 computed at 0.05 alpha level. Since the p-value of 0.92 obtained is greater than 0.05 level of significance, the null hypothesis two is retained. This thus implies that there is no statistically significant difference in the Islamic studies teacher’s use of information and communication technology tools on the basis of qualification ($F_{(3, 145)} = 0.860, p > 0.05$).

Table 4: ANOVA Summary of the Difference in the Islamic studies Teachers’ Use of Information Communication Technology Tools on the basis of Experience

Variables	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between Group	712.918	8	166.956			
Within Group	2863.044	141	199.207	1.275	0.000	S
Total	29346.962	149				

[*Significance@0.05](#)

As shown in table 4, the F-value of 1.275 with a p-value of 0.000 computed at 0.05 alpha levels. Since calculated sig. (0.000) is less than 0.05. This implies that there is a significant difference in the Islamic studies teacher’s use of information and communication technology tools on the basis of experience. To ascertain where the significant difference lies, Scheffe post hoc analysis was carried out and the report is shown in Table 5.

Table 5: Scheffe Post Hoc on the Islamic studies Teachers’ Use of Information Communication Technology Tools on the basis of Experience

Teaching Experience	N	Subset for alpha = 0.05		
		1	2	3
Very Experienced	50	41.1667		
Experienced	70		29.9130	
Less Experienced	50			22.5053
Sig.		1.000	1.000	1.000

Table 5 shows that very experienced Islamic studies teachers are the most significant with the mean score (41.1667) in Subset 1, while the experienced and less experienced teachers with the mean scores (29.9130) and (22.9130) respectively are the less significant in Subsets 2 and 3.

Conclusion and Recommendations

In view of the findings of this study concluded that Islamic Studies teachers are aware of Information and Communication Technology for teaching Islamic Studies in Kwara State and this study recommended that government at all levels should assist in the provision of more modern Information and Communication Technology tools in secondary. These include satellite broadcast, digital player computer and PowerPoint and so on. Also the ministry of education should be inspecting and monitoring the use of available Information and Communication Technology tools in the schools more especially its usage in teaching Arabic language. It was also recommended that teachers of Islamic studies should be trained with the requisite technical or Information Technology (IT) skills to manage resources effectively and assist students in their quest for information needed to meet their diverse needs. And lastly Constant seminars and workshops should be organized for both males and

females qualified and experienced teachers on the importance of Information and Communication Technology tools and its application to teaching process.

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