ASSESSMENT OF ICT SKILLS AMONG UPPER BASIC ISLAMIC STUDIES TEACHERS IN KWARA STATE

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Abstract

The role of Information and Communication Technology (ICT) in education cannot be underestimated. In fact, the integration of ICT simplifies the teaching and learning process and enhances easy access to the contents of Islamic studies. Thus, it is incumbent on teachers of Islamic Studies to have necessary skills, knowledge and training on the usage of ICT tools in school. Hence, this study investigated assessment of ICT skills among upper basic Islamic studies teachers in Kwara State, Nigeria. The study adopted the descriptive research design. Krejcie and Morgan sampling table and purposive sampling technique was employed to sample 358 Islamic studies teachers in upper basic schools within Ilorin metropolis of Kwara State. Data collected were analysed using percentage and means and standard deviation to answer two research questions. The results of the findings showed that use of internet, information search strategy, use of library software and online book selection and acquisition are the Islamic studies teachers' perceived level of ICT skills in basic secondary schools in Kwara State. Based on these findings, it was recommended among others that government and school authority should reward any teacher who tries his/her hands on innovation ideas using ICT tools to teach. Teachers should also be resourceful as that could motivate students to learn and perform better in their study.

Keywords: *Assessment, ICT skills, Upper Basic School, Islamic Studies, Teachers*

Introduction

Information and Communication Technology (ICT) is an indispensable part of the contemporary world. In fact, cultures and societies have to adjust to meet the challenges of the knowledge age. The pervasiveness of ICT has brought about rapid technological, political, educational and economic transformation which has eventuated in the network which societies organize around ICT (Kwache, 2007). In education, ICT is a fast-growing sector with software and teacher's professional development in high demand. In this 21st century, ICT has been progressively

infused into the Nigerian educational sector and has undoubtedly affected teaching, learning and research (Udosen, & Ibe-Bassey, 2010). In the late nineties, there was paucity of ICT tools in Nigerian schools. Moreover, the federal government policy that addressed the situation resulted only in the distribution of computers to some government secondary schools, which were largely unused due to lack of training for personnel and other limitations (Ayuba and Owoyale, 2021). Also, the need to have a standardized and coordinated development of ICT in education informed the development of the National Policy on ICT in education in 2010 (Hennessy, Onguko, Harrison, Ang'ondi, Namalefe, Naseem, & Wamakote, 2010).

Information and Communication Technology has greatly impacted on the quality and quantity of teaching and learning through its dynamic, interactive and engaging content, and it can provide real opportunities for individualized instruction and offer innumerable benefits in enriching the quality and quantity of instructional materials accessible to both teachers and learners (Jaiswal, 2020). Information and Communication Technology has the potential to accelerate, enrich and deepen skills; motivate and engage students in learning; help to relate school experiences to work practices; help to create economic viability for workers; contribute to radical changes in school; strengthen teaching and provide opportunities for connection between the school and the world (Yusuf, 2005).

In the light of these, United Nations Educational, Scientific and Cultural Organization (UNESCO) in Sub-Sahara Africa Regional Bureau for Education in Nigeria designed a project named 'Preparing the Next Generation of Teachers through ICT'. It is one of the most recent initiatives of UNESCO for the professional development of teachers (Mulà, Tilbury, Ryan, Mader, Dlouhá, Mader, & Alba 2017). Teachers in all nations constitute a major input in the accomplishment of educational goals and objectives. The National policy on Education (Federal Republic of Nigeria, 2004) in Nigeria reiterates that no education system can rise above the quality of its teachers. Hence, teachers are indispensable within the teaching and learning process. Also, trained and effective teachers are the principal assets of any educational system. Maisamari, Adikwu, Ogwuche, & Ikwoche, (2018) stated that if Nigeria must catch up with other developed countries at a very reasonable pace, the nation builders (teachers) must be abreast of all new development around the world more so that the world is now seen as a global village. Barakabitze, William-Andey Lazaro, Ainea, Mkwizu, Maziku, Matofali, & Sanga (2019), observed that education reform practices should focus on equal access and quality of education which should highlight the importance of change in the education sector through the use of ICTs and equipping new generation teachers with enhanced skills to operate in this 21st century.

Contemporary issues in Nigeria especially in Kwara State education are quality and functional education that cultivate in learners innovation and creativity. The education system is facing with some challenges which hinder the realization of the educational goals (Hentea, Shea and Pennington, 2003). The quality of the education offered in schools and is associated with some factors. These factors include shortage of well trained teachers, inadequacy of teaching

facilities, inadequacy of funds to purchase necessary equipment, poor quality textbooks, overcrowded classrooms, poorly motivated teachers and unequipped of libraries (Brown, 2004). This is true because education is a compilation and product of many and different variables and factors but among these factors, teacher stand out as veritable tool in realizing the high standards that are being emphasized in schools.

In other words, teachers' pedagogical skills, teachers' dispositions, gender, teachers' reflectivity and the teachers' ability to use instructional materials to teach any subject at whatever level of learning greatly determine the achievement or performance level of students in any subject. Given the fact that quality of education of a nation is proportional to the effective teaching and learning. A growing body of research which indicates that students' performance is more heavily influenced by teachers' characteristics or quality than the students' prior academic record, students' race or parents' level of educational attainment etc. Thus, Olokooba (2015) in his study of availability and use of computerbased instructional materials by upper basic Social Studies teachers in Ilorin, Kwara State discovered that the computer-based instructional materials were available but were not used for instructional purpose in the schools. Dewaele, Magdalena and Saito (2019) carried out a study on teacher characteristics and their effects on students' attitude. She revealed from her study that the class climate influenced by teacher has a major impact on students' motivation and attitude towards learning.

In order to meet the goals of Sustainable Development Goals (SDGs), Education for All (EFA), World Summit on the Information Society (WSIS) by 2030 and beyond, Mukherjee and Maity (2019) posited that adequate teachers' training in ICT both in-service teachers and teachers trainees must not be taken for granted alongside with investment in ICT in both secondary schools and teachers' training institutions across the Nation especially the developing countries. Hence, in the preparation of teachers for effective teaching and learning at all levels of education system starting from pre-primary to tertiary, availability of computer, ICT tools and use are the keys. Meanwhile, the assessment of teachers' use of ICT in facilitating teacher education for effective teaching and learning of Islamic studies in upper basic secondary schools in Nigeria is still a challenge as many of the teachers cannot operate computer to teach effectively in schools.

Islamic studies is the totality of learning experiences which centre on the relationship between man and his Creator and between man and his fellow-men (Ayuba and Owoyale-Abdulganiy, 2021). Also, Maisamari, (2018) described Islamic Studies as a subject that is offered at all levels of Nigerian educational system that revolves around the study of Islam with the ultimate goal of building individuals who will act as Allah's Khalifah on earth. At the inception of the 6-3-3-4 system of education, Islamic Studies was among the core subjects offered at both the Junior Secondary School and Senior Secondary School levels. Furthermore, in the present 9-3-4 system of education, Islamic studies is one of the core subjects taught at the upper basic level (Junior Secondary School) but as an elective at the Senior Secondary level (Kurjum, Muhid, & Thohir 2020). The Senior Secondary School Islamic Studies curriculum

aims at preparing students for adulthood as Muslims and enlightening them with the consciousness of Allah (Colombo, 2020). Similarly, Ayuba (2019) observed that the goal of the Islamic education curriculum is to help learners become knowledgeable and live up to the standard set in the Glorious Qur'ān and Hadīth.

Abdullah (2017) stated that teachers of Islamic Studies need to modify traditional teaching methods to reflect the modern day realities by using ICT, such as media presentations, MS Power point, MS Word, MS Excel and LCD projector. Also, Ayuba and Owoyale-Abdulgani (2021) noted that information and communication technology (ICT) facilitates both the teaching and learning of Islamic Studies to be more enjoyable, real and fun via the use of e-mail discussion group (e-group), video presentations and teleconferencing (videoconferencing). Ayuba and Owoyale-Abdulganiy (2021) further explained that the combination of multimedia elements such as text, graphics, audio, video and animation are suitable in teaching and learning of some topics in Islamic Studies such as sīrah (life history of prophet Muhammad), recitation and memorization of chapters and verses from the Qur'ān, hadīth,'ibādah (salāt, sawm, zakāt, wudu' and hajj) and tarīkh (historical development). Similarly, Suroso, Hendriarto, Pattiasina, and Aslan (2021) observed that Internet provides opportunities for effective teaching and learning of Islamic Studies as teaching aids. Hence, the teachers of Islamic Studies must be willing to adapt and explore ICT tools (radio, television, laptop, Ipad, multimedia projector) as teaching aids (Sidat, 2018).

Statement of the Problem

Traditional educational practices no longer provide students with all the necessary skills to survive economically in today's work place. Wagner (2010) opined that when ICT tools are widely used at all levels of education in developed countries, schools are yet to take maximum advantage of ICT in developing countries. Olokoba, Abdullahi, & Omosidi (2014) noted that 'today's schools are organized around yesterday's idea, yesterday's needs, and yesterday resources (and they were not even doing very well yesterday'). In a related study conducted by Tella, Tella, Toyobo, Adika and Adeyinka (2007) on assessment of secondary school teachers' use of ICT, found that teachers lack skills and knowledge in the use of computer and software and the result is lack of confidence in utilizing ICT tools for communication. Lack of effective ICT training remains one of the major obstacles for integration in instruction. Lytvynova and Burov (2018) revealed that teachers were not given adequate training opportunities in the use of ICT in a classroom environment. Many a times, teachers are just sent for training without employing needs analysis of who among them need training, what type of training programme does he/she needs and the duration for profitable training programme is usually long and teachers may not be allowed. Hill, (2020) had it that In the recent past, the state government has sent many of its workers including teachers on ICT training, but the trainings these teachers received seemed not to have impacted their use of these technologies such as cyber-crime, electronic security and internet data.

In the same vein, Rana, Greenwood, Fox-Turnbull, & Wise (2018) posited that providing pedagogical on ICT usage training for teachers rather than simple training on ICT serves an important issue. Many researches has been done relating to the use of ICT among Islamic studies teachers but there is dire need to determine the extent to which Islamic studies teachers embrace the quest for ICT skills in teaching strategy. Therefore, the focus of this study is to assess ICT skills among upper basic Islamic studies teachers in Kwara State.

Research Questions

The following research questions guides the study;

i. What is the level of ICT skills among Islamic studies teachers in Kwara State?
ii. To what extent do Islamic studies teachers use ICT in the teaching process?

Methodology

In this research, descriptive research design was adopted. The geographical location from where the teachers were drawn was from Ilorin metropolis of Kwara State. The target population for this study was made up of entire secondary schools` teachers in Ilorin metropolis of Kwara State. Data from the Kwara State Ministry of Education and Human Capital Development (2020) Ilorin shows that the total populations of governments' upper basic teachers in Ilorin Metropolis are eight thousand and eighty nine (8,089). The sample size for this study was 367 secondary school teachers drawn out of the population size of 8,089. The sample size was drawn from Krejcie and Morgan 1970 sampling table using purposive sampling technique. The instrument adopted for this study is a questionnaire. It was a researcher-designed questionnaire titled "Assessment of ICT Skills among Basic School Teachers Questionnaire (AISBSTQ)" was used for data collection. The questionnaire had four sections; A, B and C. Section A of the instrument dealt with the Islamic studies teachers' biographical information. Section B of the instrument dealt with level of ICT skills among Islamic studies teachers while section C of the instrument contained information on the extent to which Islamic studies teachers use ICT in teaching and learning of Islamic studies as a subject with a weighted 4Likert scaling of Very Adequate (VA) – 4, Adequate (A) – 3, Inadequate (I) – 2 and Very Inadequate (VI) - 1.

Validity of the instrumentation is the degree to which the instrument measures what is meant to measure. In establishing the face and content validity of the instrument, the draft copy of the instrument was shown to two lecturers in Department of Arts and Social Sciences Education, Al-Hikmah University, Ilorin to ascertain its validity. All corrections and suggestions were strictly adhered to and final copy was used for data collection. The reliability of the instrument was determined through the test-retest method. Teachers who did not participate in the study were involved. This took place within three weeks interval of the first and second administrations of the instrument. The data collected from the selected teachers were correlated using Pearson Product Moment Correlation co-efficient formula to ascertain its reliability. It gave 0.76 reliability value which was considered appropriate for this study.

The 367 teachers sampled were administered the "Assessment of ICT Skills among Basic School Teachers Questionnaire (AISBSTQ)" in their respective schools with the permission granted by the various authorities of the schools. The administration of the instrument took place after the school hour in each of the sampled schools. The entire respondents were informed about the date of the exercise in advance. A day was set aside for each school. Out of the 367 instruments administered, 9 were invalid while 358 were valid for the analysis representing 89%. Data collected for the study were analyzed using frequency count, simple percentages and weighted mean.

Results

The results of the analysis are presented in the tables below:

Research Question 1: What is the level of ICT skills among Islamic studies teachers in Kwara State?

Table 1: *Level of ICT skills among Islamic studies teachers in Kwara State*

Variable	N	Mean	Std. Deviation
Use of Internet	358	1.9810	.48654
Information Search Strategy	358	1.8486	.40582
Use of Library Software	358	1.9581	.44499
Online Book Selection/Acquisition	358	1.8041	.46158

The table 1 shows the descriptive statistics of the level of ICT skills among Islamic studies teachers among which are Use of Internet, Information Search Strategy, Use of Library Software and Online Book Selection and Acquisition. The descriptive statistics revealed that the average response means are within 1.80-1.98 which falls within the range of "Adequate". In other word, the frequency of "Adequate" response is more than the frequencies of "Inadequate" responses across the four variables in the questionnaire. This implies that Use of Internet, Information Search Strategy, Use of Library Software and Online Book Selection and Acquisition are the teachers' perceived level of ICT skills in basic secondary schools in Kwara State.

Research Question 2: To what extent do Islamic studies teachers use ICT in the teaching process?

Table 2: *Extent of Islamic studies teachers' use of ICT in the teaching process*

Extent of Use of ICT in teaching Process	N	Mean	Std. Deviation
Low	358	2.13	.727
Mild	358	1.78	.874
High	358	1.82	.817

The table 2 shows the mean and standard deviation of the extent to which Islamic studies teachers use ICT in teaching process in basic secondary schools in Kwara State. In accordance with four point Likert scale (1: Strongly Agree, 2: Agree, 3: Disagree, 4: Strongly Disagree), 2.5 is the scale midpoint, with values below it approximately means Agreed while the values above it approximately implies Disagree. The results as shown in the table revealed that the average response means are within 1.50-2.13 which falls within the range of "Agreed". This implies that the respondents have high extent to which Islamic studies teachers use ICT in teaching process of Islamic studies in Kwara state.

Discussion of Findings

This discussion took cognizance of the two (2) research questions stated for the study.

The descriptive statistics reveals in table 2 that the average response means are within 1.80-1.98 which falls within the range of "Adequate". In other word, the frequency of "Agreed" response is more than the frequencies of "Inadequate" responses across the four variables in the questionnaire. This implies that Use of Internet, Information Search Strategy, Use of Library Software and Online Book Selection and Acquisition are the Islamic studies teachers' perceived level of ICT skills in upper basic secondary schools in Kwara State. This finding is in line with the study of Tunde, Fausat, Lawal and Dolapo, (2018) researched on "Assessment of ICT Competencies of Library Staff in Selected Universities in Kwara State, Nigeria". The study assessed the ICT competence of library staff in selected universities in Kwara state using a descriptive survey design of quantitative research method, where sample size of one hundred and twenty two (122) were drawn from population of one hundred and ninety one (191). Questionnaire was used as instrument for data collection, with one hundred and nine participants (which constitute 89.3% return rate) fully completed and returned the instrument. Result of findings demonstrated a high level of ICT competency on the part of library staff in selected university libraries (University of Ilorin, Kwara State University and Al-Hikmah University), most especially on skills that were considered basic and intermediate ICT skills. Verdict from the study has it that library staff in those universities can effectively deploy ICT tools for operations in the library. They identified library schools' computer training centers, workshops and seminars, personal training, watching demonstrations on YouTube, guidance from friends and relatives as sources from which Library staff can acquire ICT skills, but more emphases is on having additional qualification in computer science. Constraints to ICT skills acquisition identified include; tight working schedule, lack of motivation, lack of experience, inadequate training, and inappropriate library and information science curriculum.

The descriptive statistics reveals in table 3 that the average response means are within 1.80-1.98 which falls within the range of "Agreed". In other word, the frequency of "Agreed" response is more than the frequencies of "Disagreed" responses across the four variables in the questionnaire. This implies that Use of Internet, Information Search Strategy, Use of Library Software and Online Book Selection and Acquisition are the Islamic studies teachers' perceived level of ICT skills in basic secondary schools in Kwara State. This is finding is very important

because it is in line with the findings of Gubran et. al (2019) on "The Islamic Studies Teachers' Perception of Integrating ICT Into the Teaching and Learning in the UAE Public Schools: Challenges, Opportunities and Practices". The study investigates Islamic Studies teachers' perceptions in integrating ICT, and the anticipated challenges faced when using ICT. Data was collected through a questionnaire and semi-structured interviews. A total of 62 teachers participated in an online questionnaire consisted of 48 questions. In addition, eight teachers participated in the interviews. The findings of this study revealed positive perceptions of both male and female teachers in the integration of technology in their classrooms. The results showed that there were no significant differences between male and female teachers in all parts of the questionnaire. It also indicated that there was a number of challenges hindered the teachers' use of technology in teaching. Based on the research findings, it was recommended that stakeholders and decision makers in the MOE implement relevant training programs for Islamic studies teachers, to upgrade integrating ICT in classrooms. In addition, this study gives insights into future research studies on the effective use of ICT by Islamic studies teachers.

Conclusion

This paper assessed the ICT skills amongst upper basic teachers of Islamic studies in secondary schools in Kwara State. The study concluded that teachers of Islamic studies in upper basic schools needs to improve on the skills and techniques of using ICT tools to teach in upper basic schools in Kwara State.

Recommendations

The study therefore recommends the following;

i.Government in partnership with Non-governmental organizations should strive to equip the schools with adequate ICT facilities.
ii.Government and school authority should reward any teacher who tries his/her hands on innovation ideas.
iii.Needs analysis should be employed whenever teachers are being sent for training so that maximum benefits can be derived from such training programmes

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