

LANGUAGE, EDUCATION AND RELIGION FOR NATIONAL DEVELOPMENT

A Festschrift in Honour of

PROF. A. G. A. S. OLADOSU

Edited by

**M. M. JIMBA
M. A. ADEDIMEJI
M. A. LAWAL
M. S. ABDULLAHI**

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**A Publication of the Department of Arts Education, Faculty of
Education, University of Ilorin, Ilorin, Nigeria**
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ISLAMIC STUDIES TEACHERS' PERCEPTION ON UTILIZATION OF MOBILE TECHNOLOGIES FOR INSTRUCTION IN AGEGE, LAGOS STATE

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Abstract

Mobile technologies are devices with internet capability accessible anywhere by learners through the exploitation of ubiquitous hand-held technologies, together with wireless and mobile phone networks, to facilitate, support, enhance and extend the reach of teaching and learning of Islamic Studies. Students' learning undoubtedly remains central in any academic achievement debate. However, method adopted by teachers in teaching influences the effectiveness of learning. This study assessed Islamic Studies teacher's perception on utilization of mobile technologies for instruction in Lagos State. The research design employed for this study was a descriptive research of the survey type. The simple random sampling technique was used to select 125 Islamic studies teachers in Agege LGA, Lagos State. A researchers' designed questionnaire was used to elicit information from respondents. The percentage and mean were used to answer research questions and t-test was used to test the hypotheses. The findings of the study revealed that Islamic Studies teachers' perception on utilization of mobile technologies for instruction in Agege is that: mobile devices like interactive hand pen, laptop computer and smartphones are useful and easy to use; Islamic Studies teachers' perception on utilizing mobile technologies for instruction is beneficial as they make presentations more interesting and increase students' concentration; and Islamic studies teachers' perception challenges to utilization was majorly on the cost of purchase and maintenance. The study concluded that the progressive increase in the use of mobile technologies will help in changing the facet of teaching and learning in schools. It was therefore, recommended among others that there is need to increase the distribution of mobile technologies across schools.

Keys Words: Islamic Studies, Mobile Technology, Islamic Studies Teachers, Perceptions, Internet, Mobile-learning

Introduction

The significance of education, especially in developing countries, is increasing because of the progressing pressure to catch up with the developed world. Education is all efforts conscious and unconscious, direct and indirect, made by a given society to accomplish certain objectives that are considered desirable in terms of the individuals own needs of the society where that education is based (Elsevier, 2019). Baghdady and Zaki (2019) stated that education is meant to improve governance, empower individual, improve health, food production, improve infrastructure, and reduce crime and

other societal vices. Education opens doors for all citizens to participate in developmental activities and when citizens are denied education, they are excluded from the developmental process of that society, which in turn puts them at a disadvantage against their counterparts in the society who are educated (United Nations Educational Scientific and Cultural Organization, UNESCO, 2009). Islamic Education is the core of human existence, without education a human ceases to exist (Adeyinka, 2009). Fykaris (2019) asserted that the role of religion education in human development cannot be over emphasized, as it is an important technological tool in any human society, which makes man to develop faster than other creatures especially with the aid of qualified personnel.

Technology refers to an electronic or digital resource or devices such as computers, mobile devices, computer software and many more (Means, 2010). Mobility of technology refers to the mobile nature of installed hardware and software that enable constant wireless Internet connection (Abdulrahman, Soetan & Issa, 2014). Mobile technology used for instructions by teachers is also defined as the exploitation of ubiquitous hand-held technologies, together with wireless and mobile phone networks, to facilitate, support, enhance and extend the reach of teaching and learning. These responsibilities are expected to be discharged by teachers.

Makovec (2018) posited that Islamic studies' teachers play significant role in Islamic education as they are responsible for impacting knowledge in to student. The impact of Islamic studies teacher characteristics is important for education policy. Ensuring that Islamic studies teachers best suited and most able to enhance student performance are employed is a key responsibility for policymakers. Wenger and Snyder (2015) noted that a large body of literature about teacher characteristics and education outcomes exists. Attempts have been made to identify trends in the quality of teachers, and the question whether characteristics of teachers in different parts of the schooling system exist is often investigated. The relationship between teacher characteristics and student performance is surprisingly elusive, however. Researchers have found it difficult to find aspects of teacher training that correlate with student performance in a statistically significant way (Chingos & Peterson, 2011).

Mobile technology is defined as any device with that is accessible from anywhere the user is. With regard to education, mobile technology use for instructions by teachers is also defined as the exploitation of ubiquitous hand-held technologies, together with wireless and mobile phone networks, to facilitate, support, enhance and extend the reach of teaching and learning (Goh & Kinshuk, 2009). Amanda (2014) claimed that throughout the years, mobile technology is being used more and more in the school setting, specifically for instruction in the classroom than in previous years.

Lowther, Ross and Morrison (2009) revealed that not only is there many more computers in schools than there were a decade ago, the proportion in the classroom relative to laboratories is also increasing. With the increase in mobile technology use, more schools are investing large amounts of money into educational and instructional technology (Amanda, 2014). Since mobile instructional technology is becoming more prevalent in schools, researchers have been trying to determine the extent of its benefits on the student performance. Lei (2010) noted that investments in technology are supported by the strong premise that technology can help students learn more efficiently and effectively, and as a result increase student academic achievement. Muir-Herzig (2009) stated that many studies suggested the same idea that any student, including at-risk students, who have technology integrated into the curriculum, could potentially see a positive change in student classroom grades and attendance.

Another issue to consider in the adoption of technology in schools is that student of today differs from previous students. For example, Montgomery (2007) referred to students today as kids who don't remember a time without the constant connectivity to the world. Makovec (2018) termed the new generation of learners as the Net Generation. He described children born after 1990 as bathed in bits of technology so much so that they think it is natural. Regardless of the term used to describe the students, there is consensus that the generation of learners who have grown up with technology presents challenges for educators. Prensky (2001) believed that students have changed radically and that they are no longer the learners our educational system was designed to teach. He described them

as the first generation to grow up with technology and that they have spent their entire lives surrounded by cell phones, computers, video games, digital music players, and video cams. The change has not just been what this generation is surrounded by but their thinking has actually transformed.

However, despite that the field of education had to incorporate this new mentality of technological implementation, there are still strong connections to the traditional basics and methods that have proved successful. Shane (2008) claimed that, despite the fact that social attitude often regards technology as an idealistic glimpse of future possibilities; some people still maintains a somewhat reluctant willingness to completely adopt technological dependence. Therefore, exploring specific teacher perception and attitude towards instructional technology is crucial to its effective use for teaching (Avalos, 2011; Guskey, 2009; Hord & Roussin, 2013).

Moreover, Individuals frequently accept or deny the process of change. It can be valued or dismissed. Personal experiences cannot be ignored; one's perceptions and attitudes in response to an innovation are of value (Cuban, 2010). Within the change process, individuals can be measured at different stages based upon their skills, including their strengths and weaknesses in reference to an innovation. The perceptions and attitudes change as their experiences increase and technology uses improve.

Islamic studies teachers' perception on the use of mobile technologies-based learning for teaching is based on planning, adequacy and teaching methodology of the teachers and supply and reserve of support service or systems to enhance the use of social media for teaching. Merely introducing new practices, such as using mobile technologies for instruction, does not automatically ensure they are successful. Research has been conducted into the introduction of digital technology and ICT within educational environments, and they perceived benefits and barriers to their success (Coleman, 2012; Livingstone, 2012; Perrotta, 2012). While some educators believe that ICT or technology has many benefits for learners, there are also others who are reluctant to incorporate it into their teaching methodology. This indicates that some teachers are more adaptable and ready for change than others or, as Lloyd and Yelland (2003) found, some teachers, when faced with the introduction of new technology, can display coping behaviours best defined as "adaptation" or "avoidance." How ready teachers are, within an organization, to embrace and incorporate change by introducing new technology, can impact student engagement (Yusuf, 2017).

Method

The Research design was a descriptive research of the survey type. This method helped in assessing Islamic studies teacher's perception on utilization of mobile technologies for instruction in Agege, Lagos State. Respondents were randomly sampling technique was used to select 125 Islamic studies teachers in Lagos State and they served as sample for the study. The research instrument adopted for this study was a researcher-designed questionnaire. The questionnaire was divided into two sections that is, section A and section B. Section A contains the personal data of the respondents such as gender. Section B contains questions made up of sixteen items based on Islamic studies teachers' perception towards the use of mobile technologies for instruction in Lagos State.

Reliability is the consistency with which the instrument measures what it purports to measure (Kolawole, 2009). The reliability of this instrument was carried out using test re-test technique. The instrument was administered twice to twenty Islamic studies teachers in Ilorin Metropolis for the pilot study outside the study area with interval of two weeks. The result of the first administration was compared with the result of the second administration using Pearson Product Moment Correlation Coefficient statistical analysis.

Procedure for Data Collection

The researcher first seeks the consent of the headmaster/headmistress of each school before distributing the questionnaire to the teachers of the school. The researcher carried out the administration with the help of two research assistants. The researcher ensured that administered forms were collected back from respondents immediately so as to maintain 100% retrieval.

The percentage and mean were used to analyse the demographic characteristics of the respondents while the percentage as well as total average weighted response was used to analyse the research questions.

Purpose of the Study

The main purpose of this study was to assess primary school teachers' perception on utilization of mobile technologies for instruction in Agege, Lagos State. Specifically, the study:

1. determined the available mobile technologies for instruction in Agege;
2. assessed Islamic studies teachers' perception on utilization of mobile technologies for instruction;
3. examined Islamic studies teachers' perception on the benefit of using mobile technologies for instruction;
4. determined Islamic studies teachers' perception on the cost of sophisticated mobile technology as challenges of using mobile technologies for instruction in Lagos State.

Research Questions

The following research questions guided the study:

1. What are the available mobile technologies for instruction in Islamic studies?
2. What are the Islamic studies teachers' perception on utilization of mobile technologies for instruction in Lagos State?
3. What are the Islamic studies teachers' perception on the benefit of using mobile technologies for instruction?
4. What are the Islamic studies teachers' perception on the cost of sophisticated mobile technology as challenges of using mobile technologies for instruction?

Results

Section A: Demographic Information of the Respondents

Table 1: Gender Distribution of Respondents (Islamic Studies Teachers)

Gender	Frequency	Percentage (%)
Male	44	35.2
Female	81	64.8
Total	125	100

Table 1 shows the distribution of respondents by gender. It indicated that 81 (64.8%) of the respondents were females while 44 (35.2%) were males. The results show that both males and females were fairly represented in the study with majority of the respondents being females.

Table 2: Distribution of Respondents by Age (Islamic Studies Teachers)

Age	Frequency	Percentage (%)
10-25years	38	30.4
26-35years	53	42.4
36-50years	24	19.2
Total	125	100

Source: Authors Field Survey, 2017

Table 2 shows the distribution of respondents by Age. Out of 125 respondents, 38 (30.4%) are within the age of 20-25years, 53 (42.4%) were within the age of 26-35years while 24 (19.2%) are within the age of 31-50 years. This shows that the respondents were fairly distributed amongst the age group with 26-35years having the highest.

Research Question 1: *What are the Islamic studies teacher's perception towards available mobile technologies for instruction in Lagos State?*

Table 3: Available Mobile Technologies for Instruction

S/N	ITEMS	Frequency	Percentage (%)
1.	Interactive white board	42	18.5
2.	Hand pen	15	6.6
3.	Laptop Computers	47	20.7
4.	Teachers' mobile device	123	54.2
		227	100

Table 3 shows that 123 (54.2%) mobile devices belonging to teachers were available for improvisation in teaching, followed by laptop computers with 47 (20.7%). The others are the interactive white boards available in schools for teaching at schools. Lastly, the hand pen with 15 (6.6%).

Research Question 2: *What are the Islamic studies teachers' perceptions towards the use of mobile technologies for instruction in Lagos State?*

Table 4: Islamic Studies Teachers' Perception on Utilization of Mobile Technologies for Instruction

S/N	ITEMS	Mean
1.	They are handy for teaching practical of basic technology	3.45
2.	They are easy to use for explaining complex instruction and ensure comprehension	3.35
3.	Easy access to several materials	3.40
4.	Easy access to update	3.20
	Grand Mean	3.35

Table 4 revealed that item 1 which stated that mobile technologies are handy for teaching practical basic technology had the highest mean of 3.45, followed by item 3 which stated that the devices allows for easy access of materials. This was followed by item 2 which stated that they are easy to use for explaining complex instruction and ensure comprehension. Lastly, item 4 with 3.20 which stated that the technologies grant access to updated documents. The grand mean was 3.35 which is higher than the benchmark mean of 2.50. This implies that teachers perceived mobile technologies useful and easy to use for teaching.

Research Question 3: *What are the Islamic studies teachers' perception on the benefit of using mobile technologies for instruction?*

Table 5: Islamic Studies Teachers' Perception on the benefits of Mobile Technologies for Instruction

S/N	ITEMS	Mean
1.	Increase in student concentration	3.33
2.	They make class activities more interesting	3.21
3.	They make course presentation easy	3.50
4.	Adding more fun to learning	3.29
Grand Mean		3.33

Table 5 showed that Teachers perceived utilization of mobile technologies for teaching is beneficial with a grand mean of 3.33. Item 3 on the table showed that the use of mobile technologies makes course presentation easy. Followed by item 1 which showed that it increases students' concentration in classroom. Also, mobile technologies also add fun to classroom discussion and make class activities more interesting.

Research Question 4: *What are the Islamic studies teachers' perception on the cost of sophisticated mobile technology as challenges of using mobile technologies for instruction in Lagos State?*

Table 6: Islamic Studies Teachers' Perception on the Cost of Mobile technologies for Instruction

S/N	ITEMS	Mean
1.	The distribution across school is good	1.85
2.	High maintenance is expensive	2.27
3.	Expensive to purchase	1.33
4.	Prone to damage by students	3.22
Grand Mean		2.17

Table 6 showed that the cost mobile technologies for instruction is expensive. This was revealed item 4 which stated that these technologies are prone to damage by students with a mean of 3.22. Followed by high maintenance is expensive with a mean of 2.27. The distribution of the technologies is poor with the 1.85 which is lower than the benchmark of 2.50.

Summary of Findings

The following summary is drawn from the results of the study that:

1. mobile technologies for instruction in Agege, Lagos State is that interactive white board are only available in expensive schools, hand pens are not sufficient in schools, laptops are available for instructional delivery and also teachers do improvise mobile device for instructional delivery;
2. Islamic studies teachers' perception on utilization of mobile technologies for instruction in Lagos State is that they are handy for teaching practical of basic technology, easy to use for explaining complex instruction and ensure comprehension, enhance easy access to several materials as well as easy access to update;
3. Islamic studies teachers' perception towards the benefit of using mobile technologies for instruction in Lagos State is that it increases student concentration, make class activities more interesting, make presentation easy and also, it adds more fun to learning; and
4. Islamic studies teachers' perception towards the cost of sophisticated mobile technology as challenges of using mobile technologies for instruction in Lagos State is that; the distribution across

school is poor, it requires high maintenance, they are expensive to purchase and they are also prone to damage by students.

Conclusion

The progressive increase in the use of mobile technology has drastically changed research, teaching and learning. A great deal of research has proven the importance of technology in education. Among these technology, mobile devices have been a major force of change for instructional delivery. Based on the findings of this study, the researcher concluded that Islamic studies teachers' perceived mobile technologies for instruction useful and easy to use. The devices are beneficial for instructional delivery however the cost of sophisticated mobile technology is a challenge affecting the usage of mobile technologies for instruction.

Recommendations

The following are the recommendations made based on the findings of this study;

1. there is need to increase the distribution of mobile technologies across schools.
2. islamic studies teachers should keep utilizing of mobile technology for instructional delivery.
3. islamic studies teachers should try to device ways they can make mobile technology more beneficial when they are used for instructional delivery.
4. as an addendum, Islamic studies teachers should strive to overcome the challenges that might hinder the use of mobile technology for instructional delivery.

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THE BOOK

How can language, in its generic term; religion, in its absolute sense; and education, in all its ramifications be explored and translated to the desired national development in Nigeria? How can the three fundamental concepts guide Nigerians in particular and Africans at large to the zenith of peace, development and security that has eluded us for some years? What strategies or steps are Nigerians supposed to deploy or take in order to make Nigerians the best they can be using language, religion and education as guiding posts? These are some of the salient questions that this book, produced in honour of a language expert and polyglot, religious leader and scholar as well as educator and educationist, Professor Abdul GaniyAbdus Salam Oladosu, attempt to answer.

A collection of essays and academic papers by experienced and budding scholars, *Language, Religion and Education for National Development: A Festschrift for Professor Abdul Ganiy Abdus Salam Oladosu* is a book that explores the intricate relationships and various dimensions of the three identified themes, language, religion and education. These themes are analysed and deconstructed one way or another with their applications to national development in Nigeria highlighted both implicitly and explicitly. The book, which contains 33 chapters, is divided into five sections, with its symbolism as a guide.

Section One, "Connecting Language, Religion and Education", contains five chapters and Section Two, "The Cross-roads of National Development" comprises 10. While Section Three, themed "Perspectives on Language in Education", consists of seven chapters, both Sections Four and Five, or "Religion in the Service of Education" and "Education in the Service of Religion" respectively have seven and four chapters, making thirty-three chapters in all. The articles are written in both Arabic and English, even if the articles in the former medium are more preponderant than those in the latter.

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