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EDUCATIONAL FACILITIES IN THE TEACHING AND LEARNING OF ISLAMIC STUDIES SECONDARY SCHOOL STUDENTS IN ILORIN, NIGERIA

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Abstract
Despite the importance of educational facilities such as provision of conducive classrooms, teaching resources and modern library in the teaching and learning of Islamic Studies in secondary schools, a host of senior secondary schools still could not provide adequate and up to date educational facilities for teaching and learning Islamic Studies. It is in respect of this, that this study examines the place of educational facilities in the teaching and learning of Islamic Studies in secondary schools in Ilorin, Nigeria. Simple random sampling technique was used to select twenty Islamic Studies students in each of the five secondary schools from each of the three local Government Areas of Ilorin metropolis, with a total of three hundred Islamic Studies students. Hence, for the purpose of collecting relevant information, questionnaires were carefully designed. The descriptive Statistics of percentage was used to answer the three research questions. The findings revealed that availability of educational facilities has a positive impact in the teaching and learning of Islamic Studies among students of secondary schools in Ilorin, Nigeria. It further revealed that, insufficient educational facilities have negative impact in the teaching and learning of Islamic Studies among students of secondary schools. Based on the findings, it is recommended that the government, the parents and private organizations should rally round to provide educational facilities to all schools for effective teaching and learning of Islamic Studies. Equally, government and other stakeholders need to ensure adequate funding of schools, as it is hoped that, this will facilitate adequate maintenance or possible replacement of obsolete educational facilities.

Introduction

Islamic Studies as an academic subject was adopted and introduced by Nigerian government in 1953 into its educational system as one of the subjects to be offered at the secondary school level. During this time, Islamic Studies was seen as the same with Arabic subject, because policy makers did not see any difference between the two. Perhaps, this was the reason a book called

'Iziyyah' was alternated for the Quran which was no longer the only reference book for the Muslims (Abdulganiyu, 2007). However, in the late 50s, the first set of students that were presented for West African Examination Council (WAEC) were made to attempt questions either in Arabic or English language. But later, the Arabic book "Iziyyah" substituted Quran as the sole syllabus of Islamic Studies in secondary schools, while the former remained the syllabus at the primary school level (Ajidagba, 2009).

Secondary school is a formal organization where teachers and learners' activities are planned, organized and controlled both internally and externally. It is a formal learning environment which is influenced internally and from outside physically (Rohana, 2009). On the importance of school facilities, Odupurokan (2011) believed that, a well-planned educational facility will gear up the expected outcomes of education that will facilitate good social, political and economic status of learners. Educational facilities are an essential aspect of educational planning, because unless schools are well suited, buildings adequately constructed and facilities adequately provided, effective teaching and learning and good academic performance of students may not be achieved.

Corroborating this, Mark (2002) and Ajayi (2007) maintained that, high level of students' academic performance may not be guaranteed, where instructional space such as classrooms, libraries, technical workshop and laboratories are lacking. Educational facilities are much more than a passive container of the educational process; it is an integral component of the conditions of learning. Mark (2002) and Ajayi(2007) further maintained that, an effective educational facility is responsive to the changing programmes of educational delivery, and at a minimum, should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated, and aesthetically pleasing.

Earthman & Lemaster (1996) found that the thermal environment of classrooms can be very important, when considering the well-being of children. Temperature level has been found to have a significant impact on the attention span of students. It is difficult to separate teaching effectiveness from school environment. Stockyard & Maybery (1992) contended that, the physical environment has been shown to play a significant role in teaching effectiveness. Teachers agree that the facilities with which they teach can determine the quality of their teaching, for instant, a substandard physical environment may impede effective teaching and learning. Equally, a teacher that teaches in a classroom with a projector or interactive board will definitely be more effective than a teacher using black board (chalk and talk).

Maduewesi (2010) and Ojoawo (1990) opined that, sufficient facilities constitute strategic factor in any educational functioning. This is because, they determine to a very large extent, the smooth functioning of any educational programme. Maduewesi (2010) and Ojoawo (1990) further agreed that their availability and sufficiency influences efficiency and high productivity in teaching as well as promote academic performance among students.

Academic performance means three things namely; the ability to study and recall details of what has been studied, being able to study effectively and see how facts fits together to form larger patterns of knowledge and thirdly, to be able to communicate (Coulson, 2008). According to Pruett (2010), academic performance is the level of achievement attained via the combination of inputs from student motivation and conduct. In the view of Adediwura & Tayo (2007), academic performance is generally referred to how well a student accomplishes his or her tasks and studies, however, there are quite a number of factors that determine the level and quality of students' academic performance.

Academic Performance Index (2010) revealed that, academic performance is how students deal with their studies and responsibilities given to them by their teachers. To Louis (2012), academic performance is the ability of students to obtain high grades and standard test scores in school courses, especially, courses that are part of the core academic curriculum. Scott (2001) stated that measuring academic performance can occur at multiple levels and serves multiple purposes. For example, classroom teachers often conduct formative and summative tests to evaluate students' mastery of course content and provide grades for students and parents. States tests are designed primarily to measure progress of the school and school district level.

On the other hand, evaluation according to Elsevier (2010) is concerned more fundamentally with deciding on the value or worthwhile of a learning process, as well as, the effectiveness with which it is executed. Elsevier (2010) maintained that usually, two basic areas are evaluated. First is the achievement of the students in relation to the philosophy and objectives of education he/she is receiving. The second is how well the curriculum goals are being realized for the level of education.

Yusuf (2012) described evaluation as the collection and use of information as a basis for rational decision making on the curriculum which needs to be improved, modified or terminated as the case may be. It is a quality control exercise to ensure that resources are used maximally. It is true that the process will yield information regarding the worthiness, appropriateness, validity, of something for which a reliable measurement or assessment has been made.

Alabi (2011) asserted that, test is an important aspect of educational process. It is the stage at which the learners' knowledge, skill, ability and competencies are evaluated, and judgment is made about such performance. The outcomes of such judgment are used in diagnosing, as well as, placement of students. Hence, this study assessed school facilities and academic performance of students.

Statement of the Problem

It seems that the academic performance of Islamic Studies students depends largely on the educational facilities such as conducive classrooms, library with updated textbooks and the information and communication technology resource room, which will expose students to modern global trends in teaching and learning. When these important school facilities are lacking or obsolete, some academic problems may be faced. It may have negative effect on students' academic performance, because knowledge to be imparted may not be fully understood.

Many studies have been carried out on educational facilities and their impact on the academic performance of students in secondary schools. For instance, Jago & Tanner (2009) among others investigated the influence of the school facilities on student achievement. To the best of the researchers' knowledge, no study has been carried out on school facilities and the academic performance of Islamic Studies secondary school students in Ilorin, Kwara State, Nigeria. This is the gap this study intends to fill.

Purpose of the Study

The general purpose of this study is to investigate school facilities and the academic performance of Islamic Studies secondary school students in Ilorin, Kwara State, Nigeria. Specifically, it seeks to find out

a) the impact of availability of educational facilities on the academic performance of Islamic Studies students.
b) the impact of insufficient educational facilities on the academic performance of Islamic Studies students.
c) the impact of obsolete educational facilities on academic performance of Islamic Studies students.

Research Questions

Arising from the above objectives/purpose, the study is guided by the following research questions:

a) What is the impact of available educational facilities on the academic performance of Islamic Studies students?
b) What is the impact of insufficient educational facilities on the academic performance of Islamic Studies students?
c) What is the impact of obsolete educational facilities on the academic performance of Islamic Studies students?

Method

The research design adopted in this study was descriptive survey. This survey type aims at collecting data and describing the characteristics, feature or fact about a given population in a systematic manner (Nworgu, 1991). The population of this study comprises all the Islamic Studies students of senior secondary schools in Ilorin, Kwara State, Nigeria. The target population was all Islamic Studies students from each of the selected schools in Ilorin West, South and East of the metropolis. Thus, twenty (20) Islamic Studies students were randomly selected in each of the five secondary schools from each of the three Local Government Areas of Ilorin metropolis with a total number of three hundred (300) Islamic Studies students. A simple random sampling technique was adopted to select the samples in the study. In order to achieve the objective of this study, a questionnaire was designed in three sections; section A, B and C. Section A items were used to answer Research Question 1, 'which is what is the impact of the available educational facilities on the academic performance of Islamic Studies students?' Section B items were used to answer Research Question 2 which is, 'what is the impact of insufficient educational facilities on the academic performance of Islamic Studies students?' While section C was used to answer Research Question 3 which is 'what is the impact of obsolete educational facilities on the academic performance of Islamic Studies students?'

In order to validate the instrument, questionnaires were presented to three experts in Test and Measurement in the Faculty of Education, University of Ilorin for vetting. After the researchers have effected corrections and recommendations, final copies of the questionnaires were drafted for the pilot study. To ensure the reliability of the instrument, a pilot study was carried out to observe how the respondents will react to the questionnaires. A total number of fifty (50) Islamic Studies students were randomly selected from a senior secondary school which is not part of the main sample and a test-retest method was used. After the first test, an interval of 5 weeks was given before the second test was carried out. At the end of all these tests, responses were collected, scored and computed using the Pearson Product-Moment-Correlation statistics to establish the reliability co-efficient of the questionnaire. The result of the test showed that the instrument was reliable for the study.

Research Question 1: *What is the impact of available educational facilities on the academic performance of Islamic Studies students?*

Table 1
Availability of Educational Facilities on Academic Performance of Islamic Studies Students

S/N	Statement	SA	A	D	SD
1	Resource rooms are available for the teaching and learning of Islamic Studies in my school.	93 (93%)	-	6 (6%)	1 (1%)
2	Library with updated textbooks are available for the teaching and learning of Islamic Studies in my school.	91 (91%)	4 (4%)	4 (4%)	1 (1%)
3	Language art rooms are available for the teaching and learning of Islamic Studies in my school.	2 (2%)	90 (90%)	5 (5%)	3 (3%)
4	Desks and chairs are available for the teaching and learning of Islamic Studies in my school.	89 (89%)	4 (4%)	3 (3%)	4 (4%)
5	Conducive classrooms are available for the teaching and learning of Islamic Studies in my school	6 (6%)	86 (86%)	4 (4%)	4 (4%)

Source: Fieldwork, 2018

The **Table 1** shows that 93% agreed that resource rooms are available for the teaching and learning of Islamic Studies in their schools, while the remaining respondents disagreed with the statement. Also, 92% agreed that language art rooms are available for the teaching and learning of Islamic Studies in their schools while 8% of the respondents disagreed with the statement. Moreso, 93% of majority agreed that desks and chairs are available for the teaching and learning of Islamic Studies in their schools.

Research Question 2: *What is the impact of insufficient educational facilities on the academic performance of Islamic Studies?*

Table 2

Insufficient Educational Facilities on Academic Performance of Islamic Studies Students

S/N	Statement	SA	A	D	SD
6	Desks and chairs are enough in the classrooms for the teaching and learning of Islamic Studies in my school.	89 (89%)	3 (3%)	4 (4%)	4 (4%)
7	The number of classroom for the teaching and learning of Islamic Studies are enough in my school.	86 (86%)	3 (3%)	4 (4%)	7 (7%)
8	Resource rooms can occupy all the students for the teaching and learning of Islamic Studies in my school.	4 (4%)	89 (89%)	6 (6%)	1 (1%)
9	There are adequate textbooks for the teaching and learning of Islamic Studies in my school library.	1 (1%)	2 (2%)	92 (92%)	5 (5%)
10	Language art rooms can occupy all the students for the teaching and learning of Islamic Studies in my school.	87 (87%)	3 (3%)	4 (4%)	6 (6%)

Source: Fieldwork, 2019

Table 2 shows 2% agreed that desks and chairs are enough in the classrooms for the teaching and learning of Islamic Studies in their schools, while the remaining respondents disagreed with the statement. Also, 93% agreed that resource rooms can occupy all the students for the teaching and learning of Islamic Studies in their school while 7% of the respondents disagreed with the statement. More so, 90% of majority agreed that language art rooms can occupy all the students for the teaching and learning of Islamic Studies in their schools.

Research Question 3: *What is the impact of obsolete educational facilities on the academic performance of Islamic Studies students?*

Table 3

Obsolete Educational Facilities on Academic Performance of Islamic Studies Students

S/N	Statement	SA	A	D	SD
11	Dilapidated classrooms are used for the teaching and learning of Islamic Studies in my school.	8 (8%)	8 (8%)	10 (10%)	74 (74%)
12	Analogue gadgets are used for the teaching and learning of Islamic Studies in my school.	3 (3%)	5 (5%)	9 (9%)	83 (83%)
13	Chalkboards are used for the teaching and learning of Islamic Studies in my school.	87 (87%)	6 (6%)	3 (3%)	4 (4%)
14	Charts and flat drawings are used for the teaching and learning of Islamic Studies in my school.	6 (6%)	82 (82%)	5 (5%)	7 (7%)
15	Students sit on the broken desks and chairs for the learning of Islamic Studies in my school	8 (8%)	8 (8%)	5 (5%)	79 (79%)

Source: Fieldwork, 2019

Table 3 shows 16% agreed that dilapidated classrooms are used for the teaching and learning of Islamic Studies in their schools while the remaining respondents disagreed with the statement. Also, 93% agreed that chalkboards are used for the teaching and learning of Islamic Studies in their schools, while 7% of the respondents disagreed with the statement. More so, 16% of minority agreed that students sit on the broken desks and chairs for the learning of Islamic Studies in their schools.

Discussion

The findings revealed that availability of educational facilities has a positive impact on academic performance of Islamic Studies students. These findings are similar to the findings of Odupurokan (2011), who stated that well-planned educational facilities will gear up the expected outcomes of education that will facilitate good social, political and economic emancipation, effective teaching and learning and academic performance of students.

The second findings revealed among others that, insufficient educational facilities have negative impact on the teaching and learning of Islamic Studies in secondary schools. These findings supported the findings of Sholadoye (2010) who discovered that shortage of educational facilities in the school setting will not bring out quality academic performance of students.

The remaining findings revealed that obsolete educational facilities have negative impact on teaching and learning of Islamic Studies in secondary schools. These findings corroborates that of Sakpere (2002) who posited that decayed educational and instructional resources in any given organisation will bring backwardness to such sector, because there will not be any meaningful development.

Conclusions

Based on the findings, it was concluded that instructional resources and conducive classrooms are needed to enhance the effective teaching and learning of Islamic Studies in secondary schools.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made. That

a) government and private organization should rally round to provide educational facilities to all schools for effective teaching and learning of Islamic Studies.
b) government and other stakeholders need to ensure adequate funding of schools. This will facilitate adequate maintenance of the school facilities and possibly, constant replacement of the obsolete facilities.
c) Parent Teacher Associations, philanthropies and alumni should assist the school by providing educational facilities to compliment the efforts of the government.

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