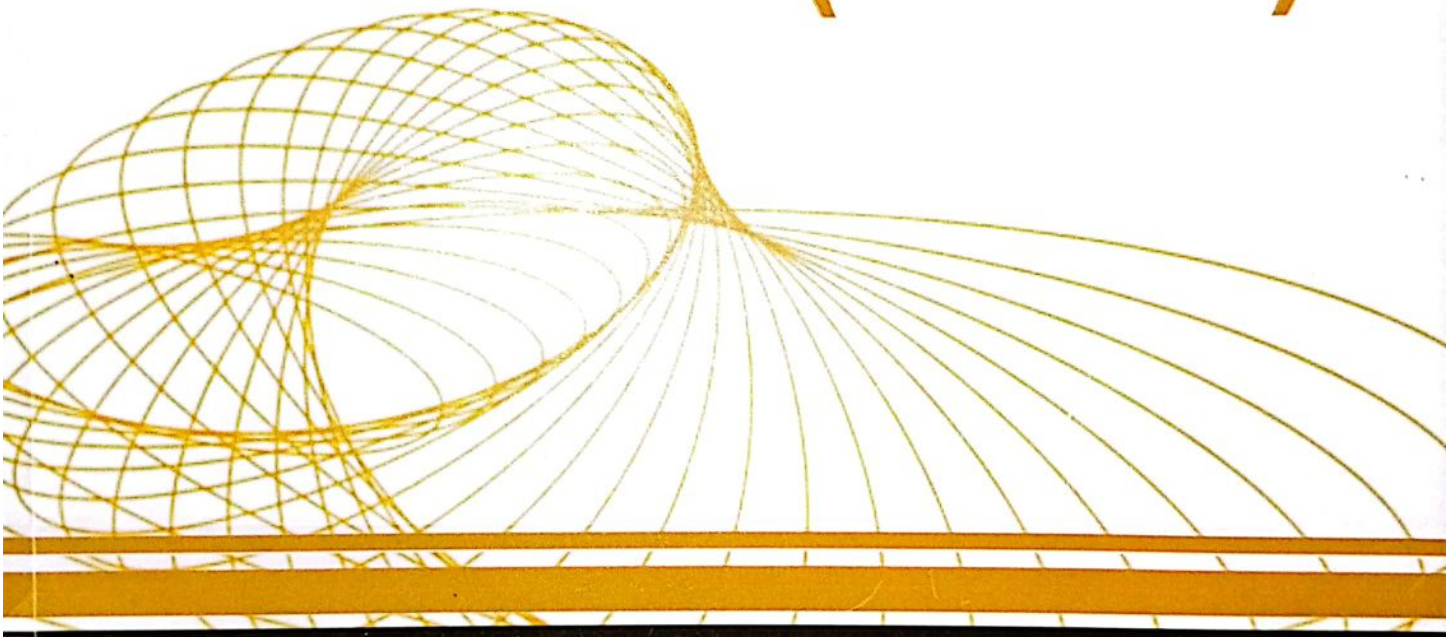
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PERCEPTION OF TEACHERS ON THE INTEGRATION OF ICT IN THE TEACHING OF CHRISTIAN RELIGIOUS STUDIES IN OGBOMOSO METROPOLIS, NIGERIA

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Abstract
This study was carried out to investigate the perception of teachers on the integration of ICT in the teaching of Christian Religious Studies (CRS) in secondary schools in Ogbomoso metropolis. The study sought the opinion of Fifty six (56) CRS teachers in Ogbomoso metropolis. A researcher designed questionnaire titled "Perception of CRS teacher on the use of Information and Communication Technology in the teaching of CRS in secondary schools" was used for data collection while the data collected were analysed using mean and rank order to answer the research questions that were raised and independent t-test and analysis of variance (ANOVA) were used to test the hypothesis postulated for the study at 0.05 level of significance. The result obtained from the study showed that the use of ICT facilities enhanced the effective and efficient teaching of CRS as perceived by Senior Secondary School CRS Teachers in Ogbomoso and there is no significant difference in their perception in terms of gender, qualification and teaching experience. The study therefore recommended that teachers should teach by integrating ICT facilities into their teaching. This will make the lesson less boring to the learners, the few ICT facilities available should be serviced and maintained. The government should come to the aid of the secondary schools to supply up-to-date facilities especially in the rural areas.

Keywords: ICT, Integration, Teaching of CRS

Introduction

There has been a tremendous transformation in the education sector as a result of rapid advancement in Information and Communication Technology (ICT). Aduwa-Ogiegbaen and Iyamu (2005) affirmed that the role of technology in teaching and learning is rapidly becoming one of the most important and widely discussed issues in contemporary education policy. Information and Communication Technology (ICT) is a set of activities which is facilitated by electronic means such as processing, transmission and display of information Obegi, Ruth, Wakisa and Bazarra (2000) refers to ICT as the handling and processing of information (text, images, graphics, instructions etc) for use, by means of electronic and communication devices such as computers, cameras, and telephones. When

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ICT combines with internet, it creates a channel for students to obtain a huge amount of human experience and guide students to enter the global community. In this way the student will be able to expand their personal horizon and have experiential view of live.

The use of ICT in teaching and learning is a relevant and functional way of providing education to learners in order to assist them in imbibing the required capacity for the world of work (Kosoko-Oyedeko &Tella 2010). Ajayi (2008) posited that with the aid of ICT, teachers can take students beyond traditional lecture methods, ensure their adequate participation in teaching and learning process and create appropriate environment to experiment and explore. Thought ICT hardwares and softwares are expensive, schools and parents should come to the assistance of the students. It is also necessary that both teachers and learners should have basic technology knowledge before they apply ICT. With these new developments, it is expedient on teachers to go for computer training programmes. This will enable them fit into the new dispensation and be able to teach their students appropriately using the new technology.

The integration of ICT into education is a critical issue since it has a critical role in enhancing the quality of education (Emmanuel *et. al.* 2014; Bhukuvhani, Zxezekwa & Sunzuma 2011). According to Yildirim (2003) as cited in Bhukuvhani *et al.* (2011), ICT helps students to learn and teachers to perform their duties more effectively. A good deal of research has shown that effective integration of ICT into various subject areas in the curriculum supports instruction and learning (Olakulehin, 2007); empowers learning towards development (Osakwe, 2010) deepens students' content knowledge and supports the development of complex thinking skills (Brown, 2009); makes leaning faster, interesting, and for assessing and retrieving information quickly (Gahala, 2007; Salle, 2006); prepares students for innovative and productive activity (Ogwu & Ogwu, 2010). However, Bhukuvhani et. al. (2011) noted that despite the abundance of ICT tools, it is important to put them into effective use.

A range of studies have indicated that integration of varied range of media resources in teaching-learning transaction maximises opportunities for learners to reach intended objectives. The study of Jugde, Bobzien, Maydosz, Gear and Katsioloudis (2013) for instance, found out that "majority of teachers under investigation evidenced an increase in the use of these strategies to enhance student engagement in the classroom." Mirvan (2013) contends that having students who are exposed to different media and technology resources increases student motivation. Studies of

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the past years, still explain the place of instructional media for effective teaching-learning transaction. The use of Information and Communication Technology in teaching and learning process cannot be under estimated. It greatly enhances qualitative teaching and learning (Akintunde and Angulu, 2015). Meanwhile Akawu, (2009), Umoetteh (2007) Darling-Hammond (2000), Onasanya (2009) and Yusuf (2007) posited that, the use of ICT enrich and motivate both the teacher and students respectively. Also ICTs enhances free flow of information amongst schools, teachers and students. Opati (2013) worked on the use of ICT and revealed that the use of ICT enhanced teaching and learning in higher institutions of learning. Furthermore, the integration of ICT tools empowers teachers with new skills that facilitate teaching and learning in a sustainable manner using various educational softwares or videos (Umoetteh, (2007). It is therefore important to find out the perception of teachers on the integration of ICT in the teaching of CRS in senior secondary schools in Ogbomoso metropolis.

Research Questions

The following research questions were answered in the study:

1. To what extent do teachers perceive their classroom integration of ICT tools?
2. What are the perception of CRS teachers on their competencies of ICT integration in the teaching and learning of CRS.

Research Hypotheses

The following null hypotheses were deduced from the research questions:

1. There is no significant difference in the perception of CRS teachers on the integration of ICT in the teaching of CRS based on academic qualification.
2. There is no significant difference in the perception of CRS teachers on the integration of ICT in the teaching of CRS based on teaching experience.
3. There is no significant difference in the perception of CRS teachers on the integration of ICT in the teaching of CRS based on gender.

Methodology

The research design used for this study was the descriptive survey method. The descriptive research is a systematic attempt to describe and explain the characteristics of a given population or areas of interest factually (Daramola, 2006). It is also described as a research method which enables the researcher to obtain opinions of representative sample of a target population so as to infer that of

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the entire population. The descriptive survey method was adopted for the study which critically examines events, opinions, objects, attitudes or ideas with the aim of providing accurate information about the phenomenon being studied.

The population of this study consists of all the CRS teachers in Ogbomoso metropolis. The target population was all the CRS teachers in Ogbomoso metropolis. Purposeful sampling technique was used to sample all the 56 teachers in Ogbomoso metropolis. Questionnaire was used to gather data for the study. It is a researcher designed questionnaire titled "Perception of CRS teacher on the use of Information and Communication Technology' The response on the questionnaire was based on three scales which is as follows: High- 3points, Medium-2points, Low-1point.

The content and face validity of the instrument was given to experts in test and measurement in the department of Social Science Education, University of Ilorin. In determining the reliability of the instrument, the researcher adopted test-retest method which took place between the intervals of two weeks. The first and second data collected were correlated using Pearson's Product Moment Correlation (PPMS) statistic and the coefficient obtained was 0.68. The percentage and mean were used to answer research questions 1 and 2 while the t-test and ANOVA was used to test the formulated hypotheses at 0.05 level of significance.

Results

Research Question 1: What are the ICT tools integrated in the classroom teaching by the teachers.

Table 1: Teachers' Perception on their Classroom Integration of ICT Tools

S/N	TOOLS	High %	Medium%	Low %	Mean
1.	Laptop Computer	39(69.6)	10(17.9)	7(12.5)	2.57
2.	Transparencies	11(19.6)	17(30.4)	16(28.6	1.70
3.	Tape Recorders	16(28.6)	22(39.3)	28(50.0)	2.16
4.	Multimedia Projector	21(64.3)	26(46.4)	9(16.1)	2.21
5.	Television set	36(64.3)	12(21.4)	8(14.3)	2.50
6.	Video Player	33(58.9)	13(23.2)	10(17.9)	2.41
7.	Geographic Maps	15(26.6)	24(42.9)	17(30.4)	1.96
8.	Posters	43(76.6)	11(19.6)	2(3.6)	2.73
9.	Drawing Tools	20(35.7)	28(50.0)	8(14.3)	2.21
10.	Computer Softwares	1(1.8)	20(35.7)	35(62.5)	1.39
11.	Internet facilities	8(14.3)	22(39.3)	26(46.4)	1.68
12.	Electronic Mail	21(37.5)	23(41.1)	12(21.4)	1.96
Weighted average				2.12	

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Table 1 indicated the ICT tools integrated in the classroom by the teachers. The following tools were rated high: laptop computers (2.57), multimedia projector (2.21), television set (2.50), video player (2.41), posters (2.73), drawing tools (2.21). While the following were rated low: transparencies (1.70), geographic maps (1.96), computer soft wares (1.39), internet facilities (1.68) and electronic mail.

Research Question 2: What are the perception of CRS teachers on their competencies of ICT integration in the teaching and learning of CRS?

Table 2: Perception of CRS Teachers on their Competencies of ICT integration in the Teaching and Learning of CRS.

S/N	ITEMS	V.Much%	Much%	Little%	V.Little%	Mean
1	Computers make me uncomfortable when teaching	8(14.3)	33(58.9)	9(16.1)	6(10.7)	2.77
2	I using computer to teach my students	12(21.4)	27(48.2)	11(19.6)	6(10.7)	2.80
3	ICT save time and effort	10(17.9)	30(53.6)	916.1)	7(12.5)	2.77
4	I use ICT to motivate my student to study more	13(23.2)	23(41.1)	12(21.4)	8(14.3)	2.73
5	ICT is a fast and efficient means of getting information	7(12.5)	36(64.3)	8(14.3)	5(8.9)	2.80
6	I can use ICT tools to promote creativity and facilitate academic learning.	16(28.6	20(35.8)	16(28.6)	4(7.1)	3.14
7	I can use ICT resources to facilitate critical thinking and informed decision making.	5(8.9)	23(41.1)	21(37.5)	7(12.5)	2.46
8	The integration of ICT tools make teaching more effective and efficient	11(19.6)	29(51.8)	9(16.1)	7(12,5)	2.79
9	Multimedia facilities aid the students' understanding of abstract topic	7(12.5)	33(58.9)	5(8.9)	11(19.6)	2.64
10	Sourcing for information is easy with the use of ICT	14(25)	25(44.6)	9(16.1)	8(14.3)	2.80
11	Video player is appropriate to teach CRS	15(26.8)	22(39.3)	13(23.2))	8(10.7)	2.82
12	Smart phones can be used for individualised teaching	11(19.6)	28(50.0)	10(17.9)	7(12.5)	2.77
13	World wide web allows CRS students to engage in group work and assignment	11(19.6)	28(50.0)	10(17.9)	7(12.5)	2.77
14	Students understanding of academic subjects has deepened due to the integration of ICT.	8(10.7)	27(48.2)	14(25.0)	6(10.7)	3.21
15	I can use ICT to discuss moral and ethical issues related to CRS	9(16.1)	24(42.9)	13(23.2)	10(17.9)	2.57
Weighted Average						2.7

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Table 2 shows the level of competencies of CRS teachers in their integration of ICT tools in the teaching and learning. The level of competencies of the teachers made them to be comfortable with computer when teaching (2.77), save time and effort (2.80), they were able to get information faster (2.80), teachers were also able to promote creativity and facilitate academic learning. The weighted average is 2.7 which is a numeric indicator showed that the teachers possess the pre requisite competencies in the integration of ICT tools in the teaching and learning of CRS and therefore is very much.

Research Hypothesis One: There is no significant difference in the perception of CRS Teachers' on the integration of ICT in the teaching and learning of CRS based on academic qualification.

Table 3: Analysis of Variance comparing the difference in the perception of teachers of CRS on the integration of ICT in the teaching and learning of CRS based on academic qualification

Variables	Sum of Squares	df	Mean Square	F	Sig	Decision
Between Groups	2592.249	2	1296.124	46.648	.000	Not rejected
Within Groups	1472.609	53	27.785			
Total	**4064.857**	**55**				
	P>0.05					

As shown in Table 3, the F-value 46.648 with a P-value .000 was obtained when computed at 0.05 alpha level. Since the p-value .000 is less than the 0.05 alpha level, the null hypothesis is not rejected. Therefore, there is significant difference in the perception of CRS teachers on the use of ICT in the teaching and learning of CRS based upon academic qualification.

Research Hypothesis Two: There is no significant difference in the perception of CRS Teachers' on the integration of ICT in the teaching and learning of CRS based on teaching experience.

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Table 4: Analysis of variance on the difference in the perception of teachers of CRS on the integration of ICT in the teaching and learning of CRS based on teaching.

Variables	Sum of Squares	df	Mean Square	F	Sig	Decision
Between Groups	2428.511	2	1214.256	39.329	.000	Not rejected
Within Groups	1636.346	53	30.874			
Total	**4064.857**	**55**				
	P>0.05					

As shown in Table 4, the F-value 39.329 with p-value .000 was obtained when computed at 0.05 alpha level. Since the p-value is less than 0.05 alpha level, the null hypothesis is accepted. Thus, there is a significant difference in the perception of CRS teachers on the use of ICT in the teaching and learning of CRS based on educational teaching experience.

Research Hypothesis Three: There is no significant difference in the perception of CRS Teachers' on the integration of ICT in the teaching and learning of CRS based on gender.

Table 5: T-test Analysis on the difference in the perception of CRS Teachers on the integration of ICT in the teaching and learning of CRS based on gender.

Variables	No	Mean	SD	Df	t-value	Sig	Decision
Male	19	44.4368	1.4708	54	1.835	.000	Not rejected
Female	37	40.3784					
Total	56						

Result from the above shows the t-value yielded 1.835, with p value .000 which is less than 0.05 this shows a non significant result. Hence, the null hypothesis is accepted. This means that there is no significant difference in the perception of CRS teachers on the use of ICT in the teaching of CRS based on gender.

Discussion of Findings

Finding of this study revealed that teachers were integrating ICT tools in their classrooms to a very large extent. This will go a long way in making the teaching and learning exercise motivating and get students interested in the class activities. Thus making it possible to use other senses apart from hearing but touching, observing and manipulating. This finding is in line with the findings of Hamzah

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et al. (2009) that the knowledge of ICT will further widen the horizon and research capabilities of the teachers and students in the field and it will make them improve in their delivery and outputs. This findings is also agrees with that of Wood and Ashfield (2008) on the integration of ICT in making the students understand concepts hitherto were abstract thereby making it clearer and meaningful to the students. They also opined that the integration of ICT enhances students' academic performance.

The outcome of this study as showed that there is no significant difference in the perception of CRS teachers on the use of ICT based on gender. The finding corroborates that of Singh *et al.* (2016) who found out that teachers' perception on the influence of ICT on students' performance does not have anything to do with their respective gender or school if used appropriately and for the sole aim of what it is meant to be used for.

The outcome of this study also revealed that there is no significant difference in the perception of CRS teachers on the use of ICT in the teaching and learning of CRS based on educational qualifications. This finding supports that of Adegbija and Daramola (2017) who found out that in service teachers' attitudes towards the use of ICT in the classroom was not significantly difference based on their level of education. However, this finding disagrees with that of Mudasir, 2012; Lai and Newby, 2012 and Mandoga, et al. (2013) who pointed out that teachers, beliefs about their own efficacy as well as their qualification play important role in integrating technology into instruction. Also, the finding of this study revealed that there is no significant difference in the perception of CRS teachers on the use of ICT in the teaching and learning of CRS based on teaching experience. This finding is in consonance with the finding of studies carried out by Ukpedor (2012) which indicated that effective technological integration requires teachers to obtain learning experiences within the context of their teaching so that they can practice, reflect, and modify their practices. Adedokun (2013). However, this finding disagrees with that of Luo (2020) who concluded that younger teachers integrate ICT into teaching more than teachers that have been on the job for a long time. This is due to the fact that they are at home with ICT revolution of the 21st century.

Conclusion

Based on the findings from this study, it can be concluded that ICT has come to stay in Nigeria as teachers and students are now using it to a large extent in the teaching and learning processes. It can also be concluded that there is no significant difference in the perception of CRS teachers on the use

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of ICT in the teaching and learning of ICT based on gender, educational qualification and teaching experience.

Recommendation

Based on the findings and conclusions drawn from this study, the following recommendations were made:

1. Proper and adequate facilities should be made available in schools to enhance the use of ICT in teaching CRS students.
2. There should be seminars and workshops for CRS teachers on the effective use of ICT in teaching.
3. Computer supported learning courses should be introduced in teaching training programmes to improve CRS teachers on the use of ICT in teaching.
4. Government should provide schools with adequate computers and other ICT gadgets.

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