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**AVAILABILITY AND USE OF ICT IN THE TEACHING OF CHRISTIAN RELIGIOUS STUDIES BY
TEACHERS IN KWARA STATE, NIGERIA**

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Abstract

The purpose of this study was to investigate the level of availability and utilization of Information and Communication Technology (ICT) by teachers in the teaching of Christian Religious Studies. The study investigated the extent of usage and examined the hindrance facing the teachers. The study was necessitated by the fact that CRS is assumed to be abstract in nature therefore some teachers do not use ICT resources to teach. Survey research design was employed for the study. The population of the study was all the CRS teachers in government owned secondary schools. 300 teachers were used as sample using simple random sampling technique. The study was guided by three research questions. Frequency count, percentages and mean scores were used to answer the research questions. The findings revealed that there were not enough ICT resources available for use by the teachers. Those available were used to a very low extent. There were also some hindrances militating against the use of ICT by teachers like unstable electricity supply, inadequate facilities among others. The researcher recommended that funds should be made available for the procurement of ICT facilities which, will bring about a better understanding and performance on the part of the students.

Keywords: Availability, Information and Communication Technology (ICT), Utilization, Christian Religious Studies (CRS).

Introduction

The use of Information and Communication Technology (ICT) in teaching and learning is a relevant and functional way of providing education to learners in order to assisting them in imbibing the required capacity for the world of work (Kosoko-Oyedeko) and Tella (2010). Ajayi (2008) posited that with the aid of ICT teachers can take students beyond traditional limits, ensure their adequate participation in teaching and learning process and create vital environment to experiment and explore. It is also important that the teachers and students should have a prior knowledge and understanding of ICT so as to be able to apply ICT facilities.

According Leonard (2014), ICT means Information and Communication Technology i.e those channels, medium, aids through which or by which communication is made and information circulated. Information and Communication Technologies include, computer, ROMS, television, telephones, GSM, phones, projectors, audio-visual, visual tapes, video machines, recorder(Tapes and Video), filmstrips camera etc. The application of these tools in Christian Religious Studies (CRS) cannot be over emphasized because they will enhance better teaching and learning process and understanding in the classroom.

Information Technology is defined as computer based tools used by people to work with the information and communication processing needs of an organisation. It encompasses the computer hardware and software the network and other devices (video, audio, photography, camera etc) that convert information (text) images, sound, motion and so on into common digital form (Milken Exchange on Education Technology, 1999) It is an eclectic application of computing , communication, telecommunication and satellite technology (Yusuf, 2000)

The use of ICT in education is the bedrock of knowledge that would enable any country to contribute both to achieving Education for all (EFA) goals and reducing the digital divide towards the aim of globalization. It will also bring about the achievement of the sustainable development goals agenda of 2030.

Use of ICT would enable the teacher and students of CRS appreciate the use of computer (ICT) in this age in the process of teaching and learning. It is to assist them in bringing closer to them distant useful information which could be of immense benefit to them in their economic, academic and social matters. Information technology can also revolutionise forms of teaching and learning through providing easier and fuller access to information, ideas and people. For a wider coverage and also to make learning easy and

simple in Christian religious studies, teachers should make use of these ICT materials to teach their students.

It is one of the easiest ways of encouraging the urge to learn, if students just sit in the classroom listening to the teacher they may be bored but if children can explore by themselves through the assistance of the teacher they may learn more about Christian religious issues. The positive aspect of ICT in Christian religious Studies is that it will raise standard and it will give students new opportunities to learn in different ways. It will provide opportunities for students to learn, in alternative and challenging ways using a wide range of sources of information and techniques to support critical thinking.

Through the use of ICT multimedia applications and software programmes, some old fashioned and outdated instructional materials can be replaced by software generated images for example, the ancient Near East whereby, students can trace the missionary journey of Paul or follow the exodus route of the Israelites', Jesus' teaching in parables and a host of others. This would enable them to consolidate and deepen their knowledge, understanding and skills.

The use of ICT therefore will raise standard in Christian Religious Studies because this will support teachers to improve lesson design to transform teaching and learning, to engage and motivate students more effectively. Through teachers' use of technology, (ICT) students can be given the opportunities of becoming a part of the knowledge age and skills imparted to the young people in an increasingly complex world. Teachers will need the use of ICT in order to equip tomorrow's employees and customers with the prerequisite competence and knowledge to use ICT within their work. (Davis & Tearle, 1990). Galbreath 2000), opined that, the prevalence and rapid development of Information and Communication technologies (ICT) has transformed human society from the information technology age to the knowledge age.

The present and future academic global community will utilize ICT to a high degree. This has made it imperative that teachers not only need to use ICT, but they need to become comfortable with using ICT. This is to ensure that they participate fully in the life of the contemporary education and to accomplish their everyday task. Nowadays, schools or learning institutions provide computer and information Technology as the learning materials to gain knowledge and experience. Students now have more understanding during teaching process.

Statement of the problem

The 21st century CRS teacher is expected to use ICT with their learners to develop presentational materials that express a wide variety of learning outcomes. Today ICT is infiltrating classrooms around the world at an exceedingly rapid pace, and there is the need to help teachers to effectively meet the needs of there students while preparing them for the 21st century workforce. Iyamu (2005) noted that many developing countries especially Africa are still low in ICT application and utilization. Some teachers may resist learning about new technologies they may somewhat reluctant to adopt to new technology too quickly because they may want to hold on to the old ways of "talking and chalking". At times they feel intimidated by student's knowledge of tools they may not understand.

The integration of ICT into the teaching of CRS requires teachers to play more of a facilitator role- rather than a more directive or authoritative one. This new role conflict with traditional teaching methods and requires teachers to step back and allow learning to happen without their hands-on direction. It has also been observed that CRS teachers work in environment where professional development is under emphasized and undervalued by their employers (government). Most of them are not given the privilege of undergoing professional development programme or in service training. Therefore, to learn or integrate with their teaching activities is not encouraging and interesting. ICT is being integrated into the various

subjects in the school curriculum however little is been known about the use of ICT in the teaching and learning of CRS.

The use of technology to provide original source materials that may not otherwise be available to learners and themselves, for example images of the Dead sea scrolls, Torah manuscripts has been a difficult task for the teachers to explain. Moreover, most of the topics in CRS are assumed to be abstract in nature This can be done using pre recorded and online sources of video, projectors etc.

The use of ICT to access information to develop the subject knowledge from online sources is what is trending at the moment. The problem of this study therefore, is to access the ICT resources that are available and the extent to which these resources and been utilized.

Purpose of the study

The purpose of this study is to study is to investigate the level of availability and the use of ICT by teachers in the teaching of CRS in secondary schools

Specifically, the objectives of this study are

1. To investigate the availability of ICT resources that are been used by the teachers in the classroom;
2. To determine the extent to which the ICT resources are been utilized;
3. To identify those factors that inhibit the use of ICT in the teaching of CRS.

Research Questions

The following research questions were raised:

1. What are the ICT resources that are available in the teaching of CRS in secondary schools;
2. To what extent are the available ICT resources been used?

3. What are the problems inhibiting the use of ICT by teachers?

Research Methodology

The study adopted the survey research design aimed at investigating the level of availability and use of ICT by teachers in the teaching of CRS in secondary schools. The population comprised all CRS teachers in the state. 300 teachers were selected out of 486 teachers in the state using purposive sampling technique. The selection of only teachers from government owned schools is to ensure that the schools possess almost similar teaching environment. A questionnaire was face validated by two experts from Measurement and Evaluation and Arts Education Departments of the University of Ilorin. The questionnaire has three sections. Section A and B sought to obtain the respondents view on the availability of ICT resources in the teaching of CRS.

The questionnaire was built on modified Likert scale four point scale of Always – 4points , Not Always – 3points, Sparingly -2points, Not at all. The statistical instrument of mean score was used to analyse the data collected. Since the research was on 4points rating scale of 4, 3, 2, 1, a weighted score less than 2.50 was rejected and while any weighted score 2.50 and above was accepted. Section C was analysed using frequency count and percentages ranked from the highest to the lowest percentages to determine extent of hindrances.

Data Analysis and Discussion

The data analysis used was mean scores of the respondents in relation to the research question. Any item with 2.5 and above was accepted.

Research Question 1

What are the ICT resources that are available in the teaching of CRS in the secondary schools?

Table 1

	ITEMS	A	NA	S	N	Mean	Decision
1	Photographs	136	114	27	13	3.1	A
2	Pictures	142	120	28	10	3.2	A
3	Radio	109	156	21	14	3.2	A
4	Tape Recorders	80	162	30	28	2.9	A
5	Compact disc	151	93	36	20	3.2	A
6	Audio Visual	88	140	31	41	2.9	A
7	Television	68	123	67	42	2.5	A
8	Computer		100	50	150	1.8	R
9	Internet	25	50	100	125	1.9	R
10	Audio Tapes	74	139	46	41	2.8	A
11	Filmstrips\slides	64	42	108	86	2.2	R
12	Camera			50	250	1.1	R
13	Projector	54	32	118	96	2.1	R
14	Video camera			125	175	1.4	R
15	Electronic Mails			50	250	1.1	R

Table 1 shows that the mean scores of items 1, 2, 3, 4, 5, 6, 7, and 10 of the teachers' responses on the availability of ICT resources were accepted. Results of the study showed that ICT resources for CRS were not available to a very great extent. The study revealed that photographs, pictures, radio, and tape recorders were more available than others. Okwudishi (1995), discovered that the unavailability of some ICT components in schools hampers teachers' use of ICTs. This is in line with Ali (2004) and Akukue (1993) observation that electronic media were almost non-existent in the schools. This therefore showed that ICT resources are not enough for teachers to bring about effective teaching and learning of CRS.

Research Question 2

To determine the extent to which the ICT resources are been utilized.

Table 2

	ITEMS	A	S	R	N	Mean	Decision
1	Photographs	180	75	26	19	3.3	A
2	Pictures	193	89	11	7	3.5	A
3	Radio			50	250	1.1	R
4	Tape Recorders	92	133	53	22	2.9	A
5	Compact disc		50	50	200	1.5	R
6	Audio Visual	62	97	73	68	2.5	A
7	Television		50	100	150	1.5	R
8	Computer	50	30	75	125	2.0	R
9	Internet	25	25	125	125	1.8	R
10	Audio Tapes	89	102	46	63	2.7	A
11	Filmstrips\slides	52	87	83	78	2.3	R
12	Camera				300	1.0	R
13	Projector		30	70	200	1.4	R
14	Video camera			125	175	1.4	R
15	Electronic Mails		25	50	175	1.1	R

Table 2 shows the mean scores of 1, 2, 4, 6, and 10, of the teachers responses on the extent of usage of ICT resources that were accepted at 2.50 mean scores. From the analysis, it can be drawn that ICT resources for CRS were not utilized to a very large extent. This finding is in agreement with Olayiwola (1996) and Uyoate (1985) that teachers have poor attitude towards the use of ICT resources. This may be as a result of poor perception of ICT among teachers while some of them are not exposed to the use of ICT at all.

Research Question 3

To identify those factors that inhibit the use of ICT in the teaching of CRS

Table 3

S\NO	Hindrances to ICT	Frequency	Percentage	Rank
1	Inadequate ICT facilities in the school	248	82.6	1
2	Unstable electricity supply	230	76.6	2
3	Ignorance	221	73.6	3
4	Lack of internet connectivity	212	70.6	4
5	Lack of technical know –how	206	68.6	5
6	ICT materials are very expensive	203	67.0	6
7	Lack of ICT skill	201	67.6	7
8	Finance	193	64.3	8
9	Poor perception on the part of teachers	187	62.0	9
10	Lack of access to educational software	181	60.3	10
11	Cost of access	179	59.6	11
12	Lack of maintenance culture	176	58.6	12
13	Lack of interest on the part of teachers	173	57.6	13

Result of the study on tale 3 showed that the responses were ranked according to the percentage scores. Inadequate ICT facilities ranked highest which was in agreement with Ndiku (2003) cited by Wims and Lawler (2007) that sufficient numbers of computers and peripheral devices inhibit deployment of ICT by teachers. Unstable electricity constitute another hindrance against ICT usage in Nigeria (Adomi, 2005; Adomi, Okiy, and Ruteyan, 2003). This makes the few schools with ICT facilities unable to use them regularly.

Conclusion and Recommendation

The issue of availability and usage of ICT resources for the teaching of CRS ias yet to be fully imbibed by teachers. Efforts should be intensified to make ICT resources available in order to improve the quality of teaching and learning in our schools. There should be an attitudinal change on the part of the teachers to embrace ICT as an instructional material that can facilitate better teaching and lead to greater assimilation on the part of the learners. The implication of the above is that, it will bring about an improved performance on the part of the students because, it will activate the senses of seeing, touching, and listening which are characteristics of instructional materials that are gateways to human learning in this 21st century.

Based on the findings of this study, the researcher therefore, recommend that :

1. Seminars/ workshops/ conferences should be organised for teachers regularly on the need to use ICT resources during their teaching;
2. Funds should be made available for the procurement of ICT facilities and find alternative source to unstable electricity supply to schools;
3. Teachers should develop more interest in the use of ICT resources and update themselves on new technologies to improve their teaching ;
4. State government and institution should make connectivity and accessibility to the internet be less cumbersome by providing the relevant facilities;
5. Good maintained culture should be of great importance in the handling of the few ICT resources available so that it can used for a long time before there is any replacement or addition.

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