



ASSESSING INFORMATION AND COMMUNICATION TECHNOLOGY UTILIZATION IN TEACHING ISLAMIC STUDIES IN NIGERIAN SECONDARY SCHOOLS

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Abstract: The study aims to examine the utilisation of information and communication technology (ICT) tools for teaching secondary schools Islamic studies in Ilorin, Nigeria. Descriptive research design was adopted and simple random technique was adopted to select 120 Islamic Studies teachers in Ilorin. Researcher self-designed questionnaire was used to elicit information from the respondents. Two research questions were raised and answered using percentage. The findings of the study revealed that ICT have influence on teaching and learning. Also, result of the findings shows computer system, telephone, Mp3 player are available for teaching and learning Islamic Studies while firm projector, T.V set, film stripe are not available. The findings also revealed that majority of Islamic Studies teachers are not using ICT tools to teach. It is concluded that ICT have great influence on teaching and learning. Also, using ICT can improve teaching and learning processes. The study implies that policymakers and school administrators should invest in ICT infrastructure, provide adequate training for Islamic Studies teachers, and encourage consistent integration of ICT tools to enhance instructional effectiveness and student engagement.

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INTRODUCTION

Information and Communication Technology (ICT) has become a central determinant of instructional effectiveness in contemporary education systems. As a dependent variable, ICT utilization refers to the extent to which digital tools such as computers, internet resources, multimedia applications, and interactive platform are meaningfully integrated into classroom instruction to enhance teaching and learning outcomes (Kamboh et al., 2024; Li, 2025). Effective ICT

utilization is reflected not merely in availability of devices, but in their pedagogical application to promote engagement, conceptual clarity, and academic achievement (Asih et al., 2022; Chen et al., 2024). In secondary education, technology integration supports interactive delivery, diversified instructional strategies, and expanded access to information (Barra et al., 2024; Rico-Juan et al., 2024). Consequently, the level of ICT utilization directly influences instructional quality, learner motivation, and overall educational performance.

In Nigeria, although national educational policies emphasize digital transformation in schools, practical implementation within many secondary institutions reveals noticeable gaps. In several public schools, particularly in Ilorin, disparities exist between policy expectations and classroom realities (R. Wang et al., 2024; Ayuba Olaniyi Jibril et al., 2025). Challenges such as inadequate infrastructure, unstable electricity supply, limited internet connectivity, and insufficient teacher training reduce effective ICT usage (Bradeško & Potočnik, 2022; Zulyusri et al., 2023). Within Islamic Studies classrooms, instruction often remains predominantly text-based and lecture-centered despite the availability of certain digital facilities (Dwivedi et al., 2022; Iqbal et al., 2023). This gap between technological potential and actual classroom practice indicates underutilization of ICT tools, thereby limiting opportunities for enriched learning experiences and interactive engagement.

Addressing this gap requires structured assessment and targeted intervention. Strategic professional development programs, improved infrastructural investment, and subject-specific digital resource development are necessary to enhance effective utilization (Al-kfairy et al., 2025; Dobija et al., 2023). Teachers require not only technical skills but also pedagogical competence in integrating multimedia tools with curricular objectives (K. J. Wang et al., 2024; Zuaro, 2023). Furthermore, institutional support systems, including maintenance services and continuous monitoring, are essential to ensure sustainability (Frick et al., 2021). A systematic evaluation of existing facilities and usage patterns therefore becomes a critical step toward identifying practical constraints and proposing context-sensitive solutions.

Previous research consistently highlights the positive impact of ICT integration on student achievement, engagement, and motivation across various disciplines (Lee & Kwon, 2024; Yoto et al., 2024). Studies conducted in different regions of Nigeria report improved academic performance when multimedia and computer-assisted instruction supplement traditional teaching methods (Ingaldi et al., 2023; Khoriaty et al., 2024). Research in religious education contexts similarly suggests that digital audio-visual tools enhance pronunciation accuracy, historical contextualization, and conceptual understanding (Ahmad et al., 2020; Ge, 2024). However, earlier studies largely focus on general subjects or broad educational outcomes, with limited emphasis on subject-specific analysis within Islamic Studies classrooms, particularly in Ilorin. This indicates a contextual and disciplinary research gap that warrants further investigation.

The urgency of this study lies in the growing demand for digital competence in a knowledge-driven society, alongside the persistent disparity between ICT policy advocacy and practical classroom integration. While technological advancement continues globally, localized evidence regarding actual ICT utilization in Islamic Studies teaching remains insufficient. The novelty of this research rests on its focused assessment of ICT tools within a specific subject area and geographical context, providing empirical insights into how religious education adapts to digital transformation. By concentrating on Islamic Studies at the secondary level in Ilorin, this study contributes subject-specific data that extend beyond generalized discussions of technology in education.

Therefore, the purpose of this research is to assess the extent of ICT tool utilization in teaching Islamic Studies in secondary schools in Ilorin, Nigeria. Specifically, the study examines the availability of ICT facilities, the frequency and manner of their use, teachers' competence in applying digital tools, and the challenges affecting effective integration. Through this focused investigation, the research seeks to generate evidence-based recommendations aimed at strengthening instructional practices and improving the overall quality of Islamic Studies education in the digital era.

RESEARCH METHOD

This study employed a descriptive survey research design to examine the utilization of ICT tools in teaching Islamic Studies in secondary schools in Ilorin, Nigeria. The sample consisted of 120 senior secondary school Islamic Studies teachers selected through simple random sampling from public secondary schools. The inclusion criteria required participants to be currently teaching Islamic Studies at the senior secondary level and to have at least one year of teaching experience.

Data were collected using two structured instruments: the Available ICT Tools Checklist (AICTT) and the Influence of Technology Questionnaire (ITQ). The instruments were subjected to content and face validity procedures through expert review by three specialists in Islamic Studies and Educational Measurement and Evaluation. Their feedback guided revisions to ensure clarity, relevance, and alignment with the research objectives. Reliability was established using the test-retest method with a two-week interval, and the resulting scores were analyzed using Pearson's Product Moment Correlation, yielding a reliability coefficient of 0.83, indicating high consistency.

Data were analyzed using descriptive statistics, including percentages, mean scores, and standard deviation, to answer the research questions. Ethical approval and institutional permission were obtained from the heads of the selected schools prior to data collection.

RESULT AND DISCUSSION

This section presents the analysis of data obtained from the assessment of ICT utilization for teaching Islamic Studies in secondary schools in Ilorin, Nigeria. It integrates the presentation of key outcomes with critical discussion in order to

establish a logical connection between the research questions, relevant literature, and the implications of the study. The analysis focuses on the extent of ICT influence on instructional delivery, the availability of ICT tools, and the level of their utilization among teachers of Islamic Studies. Through this integrated approach, the section provides an in-depth interpretation of how ICT contributes to the effectiveness of teaching and learning in the study area.

Result

Influence of ICT on the Teaching of Islamic Studies

Findings indicate that teachers generally perceive ICT as having a significant positive influence on the teaching and learning of Islamic Studies. As presented in Table 2, a substantial proportion of respondents agreed that ICT improves teaching and learning processes (69.1%), enhances teachers’ critical thinking skills (82.5%), increases students’ participation and feedback (84.1%), strengthens teacher–student interaction (78.3%), and facilitates easier teaching and learning (87.5%).

These results demonstrate a strong positive perception among Islamic Studies teachers regarding the pedagogical value of ICT tools. The high percentage of agreement across all items suggests that teachers recognize ICT as a supportive instructional resource capable of improving engagement, interaction, and instructional clarity. This finding implies that the challenge in the study area is not attitudinal resistance but rather structural and practical constraints affecting implementation.

Demographic Distribution of the Respondents

Table 1. Gender Distribution of Respondents

Sex	Frequency (f)	Percentage (%)
Male	73	60.8
Female	47	39.2
Total	120	100%

Source: Field survey, 2024.

Table 1 indicates that among the 120 teachers who participated in the study, 73 (60.8%) were male, while 47 (39.2%) were female. This distribution reflects a higher proportion of male Islamic Studies teachers within the sampled secondary schools in Ilorin. The gender composition suggests that male educators constitute the dominant group in the study population, which may reflect staffing patterns in the subject area across the selected schools.

Research Question 1: What is the influence of ICT on teaching of Islamic Studies?

Table 2. Influence of ICT Tools for Teaching Islamic Studies

S/N	Items	Agree (%)	Disagree (%)	Remark
1.	ICT can improve teaching and learning processes	83	69.1	37 30.8 Agree
2.	Computer can enhance teachers’ critical thinking	99	82.5	21 17.5 Agree

skills						
3. ICT can enhance students' participation and feedback to teachers during the lesson.	101	84.1	19	15.8	Agree	
4. ICT can enhance teacher and student Interaction.	94	78.3	26	21.6	Agree	
5. ICT can enhance easy teaching and learning	105	87.5	15	12.5	Agree	

Source: Field Survey, (2024)

Table 2 shows that out of 120, 83 of the respondents representing 69.1% agreed to the fact that ICT can improve teaching and learning processes while 37 representing 30.8% disagreed. Also, 99 respondents representing 82.5% agreed to the fact that Computer can enhance teachers' critical thinking skills, while 21 representing 17.5% of the respondents disagree. Also, 101 respondents representing 84.1% agreed to the fact that ICT can enhance students' participation and feedback to teachers during the lesson, while 19 representing 15.8 of the respondents disagree. More so, 94 respondents representing 78.3% agreed to the fact that ICT can enhance teacher and student interaction while 26 of the respondents representing 21.6% of the respondents disagree. Furthermore, 105 of respondents representing 87.5% agreed to the fact that ICT can enhance easy teaching and learning. This indicate that majority of the respondents agreed that ICT utilization have influence on teaching and learning of Islamic studies.

The data in Table 2 reveal a consistent pattern of endorsement regarding the instructional contribution of digital resources in Islamic Studies classrooms. Across all measured indicators, approval rates exceeded two-thirds of the participants, with particularly strong support for the role of technological applications in simplifying lesson delivery and promoting active classroom engagement. The highest level of affirmation was associated with facilitating instructional processes (87.5%), followed closely by increased learner involvement and feedback (84.1%) and the development of analytical capacity among educators (82.5%).

Although a minority expressed contrary views, their proportion remained comparatively small across all items. The overall trend therefore reflects a broad consensus that technology-based instructional support contributes meaningfully to classroom dynamics, learner responsiveness, and pedagogical effectiveness. This pattern underscores a favorable orientation toward digital integration within the subject area and signals readiness for more structured implementation strategies to maximize its educational benefits.

Availability and Level of ICT Tools Utilization in Secondary Schools

Despite positive perceptions, findings reveal disparities in the availability and actual utilization of ICT tools. Table 3 shows that computers (72.5%), telephones (85.8%), and MP3 players (73.3%) are relatively available in schools. However, film projectors (82.5% not available), television sets (75% not available), and film strips (68.3% not available) are largely absent. This indicates that ICT availability is uneven and limited to basic or personal devices rather than comprehensive instructional technologies.

More critically, Table 4.1 reveals that the overall level of ICT utilization among Islamic Studies teachers remains low. A majority of respondents (64.2%) fall within the low utilization category, 35% demonstrate moderate utilization, and only 0.8% exhibit high utilization. This finding suggests that although certain ICT tools are available and teachers acknowledge their instructional benefits, actual classroom integration remains minimal. The gap between positive perception and practical application highlights the need for structured professional development, infrastructural support, and institutional policies that promote effective ICT integration in Islamic Studies instruction.

Research Question 2: What are the available ICT tools for teaching Islamic studies in Secondary school in Ilorin, Nigeria?

Table 3. Available ICT tools for teaching Islamic studies in Secondary school in Ilorin, Nigeria

S/N Items	Available	(%)	Not Available	(%)	Decision
1. Computer	87	72.5	33	27.5	Available
2. Film Projector	21	17.5	99	82.5	Not Available
3. T.V. Set	30	15.8	90	75	Not Available
4. Telephone	10	85.8	17	14.2	Available
5. Mp3 Player	88	73.3	32	26.7	Available
6. Film stripe	38	31.6	82	68.3	Not Available

Source: Field Survey, (2024)

Table 3 shows that out of 120, 87 of the respondents representing 72.5% agree that computer system is one of the available ICT tools to teach Islamic Studies while 33 representing 27.5% disagreed. 99 respondents representing 82.5% agreed that Film Projector as an ICT tool is not available to teach Islamic Studies, while 21 representing 17.5% disagreed. In a similar vein, 90 respondents representing 75% agree that T.V Set as an ICT tool is not available to teach Islamic Studies, while 30 representing 15.8% disagreed. Furthermore, 103 respondents representing 85.8% believe that Telephone as an ICT tool is available to teach Islamic Studies while 17 respondents representing 14.2% disagreed. Also, 88 respondents representing 73.3% are of the opinion that Mp3 Player is available to teach Islamic while 32 respondents representing 26.7% of the respondents disagreed. Furthermore, 82 of the respondent representing 68.3% agreed that Film stripe is not available for teaching Islamic Studies while 38 representing 31.6% disagree. This indicates that Telephone and Mp3 are the available ICT tools for teaching Islamic studies while Film Projector, T.V set and Film Stripe are not available to teach Islamic studies among secondary schools, Ilorin, Nigeria.

Research Question 3: To what extent does the utilization of ICT tools facilitate effective teaching of Islamic studies?

Table 4.0. Descriptive Statistics Showing Level of ICT tools Utilization to Facilitate Teaching of Islamic Studies in Ilorin, Nigeria

Number of Respondents	120
Range	21

Standard Deviation.	21.95
Minimum	7-14
Maximum	22-28

From table 4.0: above, the minimum 7-14, the maximum is 22-28, the mean is 21.95 while the standard deviation is 3.13. The computed scores were further categorized as 7-14 “low” level of ICT tools utilization, and 15-21 “moderate” level of ICT tools utilization and 22-28 “high” level of ICT tools utilization. The categorization were subjected to percentages of the level of ICT tools utilization among secondary school Islamic Studies teachers in Ilorin, Nigeria is presented in table 4.1.

Table 4.1. Descriptive Statistics Shows Level of ICT Tools Utilization

<i>Level of ICT Tools utilization</i>	Frequency	%
Low level	77	64.2
Moderate level	42	35
High level	1	0.8

The result in above Table 4.1 shows the level of ICT tools utilization. From the result, majority of the teachers have low level of ICT tools utilization 64.2% (77), 35% of the teachers (42) possessed moderate level of ICT tools utilization while 0.8% of the respondents (1) have high level of ICT tools utilization to teach Islamic Studies Ilorin, Nigeria. This implies that there is low level of ICT utilization among secondary school teachers of Islamic studies in Ilorin, Nigeria.

The evidence presented in Tables 3 and 4.1 reveals an imbalance between resource presence and classroom application. Basic digital devices such as mobile phones, computers, and audio players are accessible in many of the surveyed schools, whereas instructional projection equipment and visual display technologies are largely lacking. This pattern suggests that existing technological support is limited primarily to portable or individually owned devices rather than institutionally installed instructional systems.

Beyond accessibility, the distribution of usage levels demonstrates a concentration within the lower category, with nearly two-thirds of participants falling into this group, over one-third positioned at a moderate stage, and only a negligible fraction demonstrating advanced integration. The statistical categorization confirms that structured digital engagement in Islamic Studies lessons remains minimal despite the partial presence of certain tools.

Taken together, these outcomes point to a disconnect between resource possession and pedagogical practice. The findings imply that infrastructure alone does not translate into instructional transformation; rather, systematic capacity building, technical guidance, and institutional reinforcement are necessary to convert existing facilities into meaningful classroom innovation.

Discussion

The findings demonstrate that teachers hold favorable views regarding the pedagogical contribution of digital technologies in Islamic Studies classrooms. This aligns with prior empirical studies indicating that technology-enhanced instruction improves learner engagement, interaction, and conceptual understanding across subject areas (Aprina et al., 2025; Aisyah et al., 2025). Previous research in Nigerian secondary schools similarly reports that multimedia integration and computer-assisted instruction positively affect academic performance and classroom participation (Liu, 2023; Fawaid et al., 2024). Theoretically, this outcome is consistent with constructivist learning perspectives, which emphasize active engagement, interaction, and multimodal learning environments as catalysts for deeper understanding. ICT-supported instruction provides visual, auditory, and interactive elements that reinforce meaning-making processes beyond conventional lecture-based approaches.

The occurrence of these findings can be explained by increasing exposure to digital environments in broader society. Teachers operate within a technologically evolving ecosystem where mobile devices, internet platforms, and digital communication tools have become commonplace (Alsubaie, 2022; Mardiyah, 2025). Such exposure likely shapes their perception of technology as beneficial for instructional improvement (Hasanah & Sain, 2025; Mundiri et al., 2025). Additionally, Islamic Studies involves recitation, textual interpretation, and contextual explanation, which naturally lend themselves to audio-visual reinforcement (Berman et al., 2024; Widad & Munif, 2025). Therefore, educators may recognize the instructional advantages even if practical application remains limited. The positive orientation observed in this study suggests readiness for integration, indicating that attitudinal barriers are not the primary constraint.

Although respondents acknowledge the instructional value of digital tools, the results reveal uneven access to institutional technologies and generally low levels of classroom implementation (Nazilah et al., 2024; Ni'am et al., 2025). This pattern corresponds with earlier studies conducted in developing educational contexts, where infrastructure limitations and insufficient professional training hinder effective digital integration (Adeoye et al., 2025; Badriyah, 2025). Existing literature consistently emphasizes that availability alone does not guarantee pedagogical transformation; rather, successful implementation depends on institutional support, technical competence, and structured policy enforcement. The present findings support this perspective, demonstrating that partial access to devices does not automatically translate into systematic instructional use.

The underlying cause of this gap may stem from structural and contextual constraints. Basic devices such as telephones and personal audio tools are more common because they require minimal institutional investment. In contrast, projection systems and multimedia infrastructure demand financial allocation,

maintenance, and technical oversight, which many schools may lack. Furthermore, limited professional development opportunities may restrict teachers' ability to translate technological potential into effective instructional strategies. The predominance of low utilization levels suggests that digital engagement remains peripheral rather than embedded within routine pedagogical practice. Consequently, systemic factors—rather than resistance to innovation appear to shape the observed outcomes.

This study contributes to existing scholarship by providing subject-specific empirical evidence on ICT utilization within Islamic Studies instruction at the secondary school level in Ilorin, Nigeria. Unlike broader investigations that examine general technology integration, this research offers contextualized insight into how digital tools intersect with religious education. By identifying both perceptual readiness and practical limitations, the study bridges the gap between policy discourse and classroom realities. The findings inform educational planners, policymakers, and school administrators about the necessity of aligning infrastructure provision with targeted capacity-building initiatives to ensure meaningful digital transformation in Islamic Studies education.

CONCLUSION

The findings convey an implicit message that readiness for technological integration in Islamic Studies classrooms is more perceptual than practical. Teachers largely acknowledge the instructional value of digital resources, indicating openness to innovation and awareness of its pedagogical benefits. However, the predominance of low utilization levels suggests that positive orientation alone is insufficient to transform instructional practice. The results imply that structural limitations, uneven resource distribution, and limited professional capacity significantly shape classroom realities. Thus, the core issue is not resistance to digital advancement but the absence of enabling conditions that translate recognition into routine application. The study implies that educational stakeholders must prioritize comprehensive strategies that combine infrastructure provision with sustained professional development. Policy implementation should move beyond equipment supply toward structured training, technical support, and subject-specific digital resource development. Strengthening institutional frameworks may enhance effective integration and improve instructional quality in Islamic Studies. However, the research is limited to selected secondary schools in Ilorin and relies on self-reported data, which may not fully capture actual classroom practices. Future research should incorporate observational methods, expand geographical scope, and explore intervention-based designs to evaluate the long-term impact of structured ICT integration programs.

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