

IRSTI 14.25.01

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ASSESSMENT OF AVAILABILITY AND UTILISABILITY OF INSTRUCTIONAL MEDIA FOR ISLAMIC STUDIES IN IREPO ZONAL DISTRICT, OYO STATE, NIGERIA

Abstract. This study examined the availability and utilisation of instructional media for teaching Islamic Studies in senior secondary schools in Oyo North Senatorial District, Oyo State, Nigeria. A descriptive survey design was adopted. The population comprised 47 secondary schools offering Islamic Studies and 91 teachers across three Local Government Areas. Given the manageable size, a total population sampling approach was used to include all identified teachers. Data were collected using a validated researcher-designed questionnaire with a reliability coefficient of 0.76. Descriptive and inferential statistics were employed. Percentages answered the research questions, while t-test and Analysis of Variance (ANOVA) were used to test three null hypotheses at the 0.05 level of significance using SPSS. Findings revealed that realia and visual media were generally available, whereas textbooks were limited and audio, audio-visual, projection, and ICT-based media were largely inadequate. Teachers frequently used traditional materials such as the Qur'an, Hadith, prayer mats, and textbooks but rarely utilised modern media. School type and teaching experience significantly influenced availability and utilisation, while gender and qualification did not. The study recommends improved provision of modern instructional media and teacher capacity-building initiatives.

Keywords: Instructional media, Islamic Studies, availability, utilisability, secondary schools

Introduction

In Nigeria, education is widely regarded as a key mechanism for achieving social integration, shared national consciousness, and sustainable development (Olokooba, 2021). Within Nigeria's former 6-3-3-4 educational structure, Islamic Studies was recognized as one of the elective subjects offered at both junior and senior secondary school levels (FRN, 2004). However, under the new curriculum launched in 2025 by the Federal Ministry of Education, Religious Studies (Christian Religious Studies/Islamic Studies) are included among the core subjects (NERDC, 2025). At the senior secondary level, the Islamic Studies curriculum is designed to build progressively on concepts introduced earlier. Consequently, the curriculum at both levels encompasses core components such as the Qur'an, Hadith, Fiqh, Tawhid, Tahdhib, Mu'amalat, and Tarikh.

Islamic Studies, as a branch of Religious Studies, is rooted in the principles and teachings of Islam. It was formally incorporated into Nigeria's educational policy in 1977 as part of Moral and Religious Education, with the aim of realizing key national educational objectives outlined in the National Policy on Education (FGN, 1991; Opeloye, 1994). The teaching of Islamic Studies at the secondary school level is particularly important as it equips students with foundational Islamic knowledge and instills Islamic moral values and codes of conduct. The subject encompasses a holistic learning experience that emphasizes the relationship between humans and their Creator, as well as interactions among individuals. In this regard, Islamic Studies serves as a vehicle for moral transformation and comprehensive national development (Adedeji, 2000). Through Islamic Education, learners are introduced to fundamental Islamic principles and provided with the skills necessary to adopt Islam as a complete way of life (Ali & Bagley, 2015). The subject promotes discipline, moral consciousness, and the understanding that knowledge acquisition benefits both worldly life and the hereafter. Consequently, students' behaviors, decisions, and attitudes toward life

and learning are guided by Islamic teachings (Qur'an 3:110), underscoring the subject's vital role in shaping societal values and moral development (Abdulazeez, 2020).

According to Abdur-Rafiu et al. (2022), Islamic Studies focuses on the systematic study of Islamic doctrines and principles and is taught across all levels of education. Like other school subjects, its effective teaching requires appropriate strategies, techniques, and instructional resources. Given that the curriculum content is intended to be applied and internalized, Islamic Studies teachers bear significant responsibility for ensuring that the instructional goals of the subject are achieved.

Teachers occupy a central position in determining the success or failure of any educational system (Abdur-Rafiu, 2014). Through their professional competence, teachers design instructional plans, organize learning activities, and guide students' academic experiences. They play a leading role in implementing educational objectives within schools. The teacher's effectiveness can be examined from multiple perspectives, including professional development, personal attributes, instructional style, teacher-student relationships, and methodological choices. These dimensions highlight the teacher's role as both an agent of personal growth and a catalyst for institutional change (Murati, 2015).

An effective teacher is characterized by strong professional commitment, particularly to core values, principles, and beliefs that shape instructional practices and institutional direction. Such commitment fosters a shared vision and purpose within the educational environment. Effective teachers also demonstrate integrity, self-confidence, and a sustained commitment to continuous self-improvement. These attributes underpin their commitment to students, parents, schools, society, the state, the nation, and the global community (Chenrui, 2020).

Teachers are instrumental in nurturing an inclusive and enlightened culture. Through their professional efforts, they lay the foundation for producing competent professionals and responsible citizens. Beyond parental influence, teachers significantly shape learners' understanding, values, and beliefs, thereby influencing future generations. Given the critical role teachers play in societal development, the profession demands highly capable, intelligent, and dedicated individuals (Masih, 2020). Supporting this view, Adeyemi (2020) found that teachers' qualifications and gender significantly influence teaching styles and students' academic outcomes in junior and senior secondary schools in Nigeria.

Instructional media represent essential channels for curriculum implementation. They consist of carefully designed materials used by teachers and learners to enhance the effectiveness of teaching and learning (Okoji & Olubayo, 2022). Research has consistently shown that students taught with well-selected and appropriately utilized instructional media achieve better learning outcomes than those exposed solely to verbal instruction. Instructional media enhance learners' interest and motivation by presenting concepts in engaging and meaningful ways. Since effective learning depends heavily on sensory engagement, materials that enable students to see and hear concepts reduce perceptual barriers and promote deeper understanding. The use of diverse instructional media also accommodates learners from varied backgrounds and with differing abilities. Such materials support effective learning for both verbally gifted and less verbally inclined students, enabling slow and average learners to engage multiple senses while allowing advanced learners to progress at their own pace and depth (Umar, 2010).

Within the context of Islamic Studies, instructional media refers to the diverse range of materials and tools utilized to enhance the teaching and learning of various Islamic disciplines. These resources span print, electronic, digital and multimedia formats. Notable examples include primary texts such as the Qur'an and Hadith, as well as modern pedagogical tools like textbooks, computers, slides, and projectors (Abdur-Rafiu et al., 2022).

Despite their recognised importance, Arisa et al. (2015) observed that many teachers continue to teach without instructional materials due to unavailability, perceived irrelevance, difficulty in improvisation, challenges in manipulation, or concerns about time consumption. However, the availability and effective use of instructional materials provide learners with concrete learning experiences that enhance understanding and retention. By enabling students to see, touch, and interact with learning objects, instructional materials stimulate interest and facilitate the comprehension of

concepts. Consequently, the availability and proper utilization of instructional resources are crucial for effective curriculum implementation and meaningful learning. Teachers are therefore encouraged to creatively source and develop instructional materials from their local environments to improve teaching and learning outcomes (Gumbi & Bashir, 2021).

In contemporary education, the integration of technology has become essential for effective instruction, including in Islamic Education. The use of modern technologies enhances instructional delivery and supports the achievement of educational objectives in line with current societal demands (Ajmain et al., 2019). Accordingly, teachers are expected to employ all available instructional resources and technologies to facilitate meaningful learning experiences for students (Musuluve & Ronald, 2020).

Statement of the Problem

As earlier highlighted, instructional media play a crucial role in enhancing the effectiveness of teaching and learning. Previous studies have identified several factors responsible for students' poor performance in Islamic Studies, including the use of inappropriate instructional strategies, shortage of qualified teachers, insufficient allocation of instructional time on school timetables, and the lack of relevant instructional materials (Muhammad, 1980; Sarwar, 1984; Salako, 1995). Bukoye (2019) further reported that inadequate use of instructional materials is widespread in many schools, noting that a majority of teachers either fail to recognize the benefits of instructional media in the teaching–learning process or utilize them inappropriately.

This situation has likely motivated researchers to examine the availability and utilization of instructional media across various subjects at both junior and senior secondary school levels, within and beyond Nigeria. For example, Jekayinfa (1998) investigated the effects of instructional materials on students' academic performance in History, while Ojo (1993) evaluated instructional materials in science education. Findings from these studies emphasized the importance of effective utilization of instructional resources in achieving instructional objectives. Similarly, Umar (2010) examined teachers' use of instructional media in the teaching of Islamic Studies in Kano State. Abdul-Raheem (2016) explored the impact of instructional materials on secondary school students' achievement in Social Studies in Ekiti State, while Dhakal (2017) assessed the availability and use of instructional materials in Geography teaching in community secondary schools in Kathmandu District. Olarinde, Fakomogbon, Olabisi, and Adetunde (2017) evaluated instructional resources for teaching Basic Technology in junior secondary schools in Ogbomoso, Nigeria. In addition, Bassey and Amie-Ogan (2019) studied the availability and utilization of instructional materials for effective teaching in public junior secondary schools in Port Harcourt

Metropolis, whereas Obiyo (2019) examined the underutilization of instructional materials in the teaching and learning of Chemistry in Nigerian secondary schools. Ehirim, Iwuchukwu, and Okenyi (2020) investigated the availability and use of instructional materials in Chemistry instruction in secondary schools within a local government area of Imo State, Nigeria. Likewise, Okoji and Olubayo (2021) assessed the availability and utilization of instructional resources for teaching Mathematics to primary school pupils in Ilorin Metropolis.

However, with the exception of Umar's (2010) study, which focused on teachers' utilization of instructional media in Islamic Studies in Kano State, the majority of existing studies have concentrated on subjects such as History, Social Studies, Geography, Sciences, Basic Technology, Chemistry, and Mathematics. To the best knowledge of the present researchers, no empirical study has specifically examined the availability and utilization of instructional media in the teaching of Islamic Studies in Oyo North Senatorial District. Consequently, this identified gap in the literature necessitates the present study, which seeks to address this deficiency and contribute to knowledge in the field.

Purpose of the Study

The main purpose of this study was to assess the availability and utilisabilit of instructional media for teaching Islamic studies in secondary schools in Oyo North Senatorial District. Specifically, the research was designed to:

- a) ascertain the availability of instructional media for teaching Islamic studies in secondary schools in Oyo North Senatorial District as assessed by Islamic Studies teachers;
- b) examine the extent to which Islamic studies teachers utilise instructional media for teaching Islamic studies in secondary schools in Oyo North Senatorial District;
- c) determine differences in teachers' utilisability of the instructional media for teaching Islamic studies in secondary schools in Oyo North Senatorial District based on gender;
- d) determine differences in teachers' utilisability of the instructional media for teaching Islamic Studies in secondary schools in Oyo North Senatorial District based on qualification; and
- e) determine differences in teachers' utilisability of the instructional media for teaching Islamic Studies in secondary schools in Oyo North Senatorial District based on experience.

Research Questions

The following questions were answered in this study:

1. What type of instructional media are available to teachers of Islamic Studies in secondary schools in Oyo North Senatorial District?
2. How often do teachers make use of available instructional media in teaching Islamic Studies at secondary schools in Oyo North Senatorial District?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance in this study:

Ho₁: There is no significant difference in the utilisability of instructional media in the teaching Islamic Studies by male and female secondary school teachers in Oyo North Senatorial District

Ho₂: here would be no significant difference in the utilisability of instructional media in the teaching Islamic Studies by qualified and less-qualified secondary school

Ho₃: There would be no significant difference in the utilisability of instructional media in the teaching Islamic Studies by more experienced, experienced and less experienced teachers in Oyo North Senatorial District

Methodology

This study adopted a descriptive survey research design. The target population comprised all senior secondary school Islamic Studies teachers in Oyo North Senatorial District, Oyo State. Public and private senior secondary schools within three selected Local Government Areas in the district were purposively selected to ensure adequate representation of the study population. The study identified 47 secondary schools offering Islamic Studies within the selected Local Government Areas, with a total of 91 teachers across these institutions. Given the manageable size of this group and their specialized expertise, a total population sampling approach was adopted. Consequently, all identified schools and their respective Islamic Studies teachers were included in the research to ensure comprehensive data collection. Furthermore, purposive sampling was employed to select all the Islamic Studies teacher in these institutions. This technique was chosen due to the limited number of specialists in the area and their direct expertise regarding the research subject.

Data for the study were collected using a researcher-developed questionnaire. The instrument consisted of two sections. Section A elicited respondents' demographic and professional information, including gender, academic qualification, teaching experience, and area of specialization. Section B contained items relating to the availability of instructional media and teachers' utilization of such media in the teaching of Islamic Studies at the senior secondary school level. The questionnaire comprised 51 items, and respondents were required to indicate their responses by selecting from the following options: Available (A), Not Available (NA), Often Utilised (OU), Sometimes Utilised (SU), Rarely Utilised (RU), and Not Utilised at All (NU).

The validity of the instrument was established through face and content validation. Copies of the questionnaire were reviewed by experienced Islamic Studies teachers as well as experts in test and measurement for critique, suggestions, and approval. To determine the reliability of the instrument, the test-retest method was employed. Six schools outside the main study sample were selected, and the instrument was administered to twelve Islamic Studies teachers. After a two-week interval, the questionnaire was re-administered to the same respondents. The scores obtained from the two

administrations were correlated using the Pearson Product Moment Correlation coefficient, yielding a reliability index of 0.76, which indicated that the instrument was reliable.

Data collected were analysed using descriptive and inferential statistics. Percentages were used to answer research questions one and two. Research hypotheses one, two, and three were tested using the t-test, while hypothesis four was tested using Analysis of Variance (ANOVA), all at the 0.05 level of significance. The null hypotheses formulated in the study were tested at an alpha level of 0.05 using the Statistical Package for Social Sciences (SPSS).

Results

The results are presented as follows:

Table 1

Demographic Data of the Respondents involved in the Study Based on School Types

School Types	Frequency	Percentage (%)
Public School	54	59.3%
Private School	37	40.7%
Total	91	100.0

Results in the Table 1 shows that out of 91 respondents sampled for this study, 54(59.3%) of the respondents were sampled from government owned schools in Oyo North Senatorial District while 37(40.7%) of the respondents were sampled from private schools in Oyo North Senatorial District secondary schools in Oyo State, Nigeria. This implies that majority of the respondents involved in this study were sampled from government owned schools in Oyo North Senatorial District.

Table 2

Demographic Data of the Respondents involved in the Study Based on Gender

Gender	Frequency	Percentage (%)
Male	55	60.4%
Female	36	39.6%
Total	91	100.0

Results in the Table 2 indicates that out of 91 respondents sampled for this study, 55(60.4%) of the respondents were male while 36(39.6%) of the respondents were female. This implies that male respondents 55(60.4%) were majority of the respondents sampled for this study.

Table 3

Demographic Data of the Respondents involved in the Study Based on Years of Experiences

Years of Experiences	Frequency	Percentage (%)
1-5 Years	50	54.9%
6-10 Years	28	30.8%
11 Years and above	13	14.3%
Total	91	100.0

Results in the Table 3 reveals that out of 91 respondents sampled for this study, 50(54.9%) of the respondents had minimum of one year to maximum of 5 years of teaching experiences, 28(30.8%) of the respondents had 6-10 years of teaching experiences accordingly and 13(14.3%) of the respondents had 11 years and above teaching experiences respectively. This implies that majority of the respondents 50(54.9%) sampled for this study had 1-5 years of teaching experiences.

Table 4

Demographic Data of the Respondents involved in the Study Based on Qualifications

Teaching Qualifications	Frequency	Percentage (%)
NCE	41	45.1%
B. Ed.	30	33.0%

B. A. (PGDE)	11	12.1%
M. A.	3	3.3%
M. Ed.	5	5.5%
Ph. D.	1	1.1%
Total	91	100.0

Results in the Table 4 indicates that out of 91 respondents sampled for this study, 41(45.1%) of the respondents had only Nigeria certificate in Education (NCE), 30(33.0%) of the respondents had their first degree in education, 11(12.1%) of the respondents possess first degree and PGDE, only 3(3.3%) are Masters holders, 5(5.5%) of the respondents sampled as far as this study is concerned had second degree in Master of Education and only 1(1.1%) of the sampled respondent has Ph.D.

Answering of Research Questions

Research Question One: What instructional media are available for teaching Islamic Studies in secondary schools in Oyo State North Senatorial District Oyo State?

To answer the research question number 1, the instructional media for teaching Islamic Studies are grouped into realia; visual; audio-visual; textual; and ICT. With regards to the findings of this study, item by item analysis is hereby presented.

Participants' responses on the availability of the recommended instructional media for teaching Islamic Studies under the category of realia are presented in Table 5

Table 5

Availability of the Recommended Instructional Media for Teaching Islamic Studies under Realia Category

Availability of Realia	Available Not Available	Total	Available Not Available	Total	
	VLQ	LQ	SQ		
Copies of the Holy Quran (Arabic Text)	64(70.3)	20(22.0)	7(7.7)	91(100)	
Copies of the Holy Quran (English Translation)	38(41.8)	42(46.2)	11(12.1)	-	91(100)
Copies of the Hadith (Arabic Text)	36(39.5)	45(49.5)	10(11.0)	-	91(100)
Copies of the Hadith (English Text)	32(22.2)	43(47.3)	15(16.5)	1(1.1)	91(100)
Praying Mats	20(22.0)	49(53.8)	17(18.7)	5(5.5)	91(100)
Kettle	25(27.5)	35(38.5)	24(26.4)	7(7.7)	91(100)

Results in Table 5 indicates that nearly all respondents (over 99%) agreed that schools have ample copies of the Quran (both Arabic and English translations) and Hadith collections (Arabic and English). The vast majority of respondents (over 94%) also indicated that schools have prayer mats and containers for performing ablution (kettles). This implies that copies of Holy Quran (Arabic and English text), copies of Hadith (Arabic and English translation), praying mats and container for performing ablution (kettle) are available as instructional resources for teaching Islamic Studies in Irepo Zonal Educational District secondary schools.

More so, twenty-one items were identified as recommended instructional media under the category of visual, the participants' responses on the availability of recommended visuals for teaching Islamic Studies are presented in Table 6.

Table 6

Availability of the Recommended Visual Instructional Media for Teaching Islamic Studies in Oyo North Senatorial District Secondary Schools

Availability of Visual	Available			Not Available	Total
	VLQ	LQ	SQ		
Charts	42(46.2)	20(22.0)	14(15.4)	15(16.5)	91(100)
Diagrams	23(25.3)	34(37.4)	19(20.9)	15(16.5)	91(100)
Maps	26(28.6)	32(35.2)	17(18.7)	18(17.6)	91(100)
Posters	30(33.0)	30(33.0)	9(9.9)	22(24.2)	91(100)
Flash cards	19(20.9)	32(35.2)	8(8.8)	23(26.3)	91(100)
Flip charts	44(48.4)	15(16.5)	9(9.9)	23(26.3)	91(100)
Chalk board	36(35.6)	40(44.0)	13(14.3)	2(2.2)	91(100)
Pictures of the Prophet's Mosque	39(42.9)	31(34.1)	8(8.8)	12(13.2)	91(100)
Pictures Showing Scale	31(34.1)	37(40.7)	8(8.8)	15(16.5)	91(100)
Pictures of Ka'abah	37(40.9)	33(36.3)	11(12.1)	10(11.0)	91(100)
Picture of Pilgrims in Ihram	31(34.1)	35(38.5)	12(13.2)	13(14.3)	91(100)
Chart containing Names of Allah	29(31.9)	40(44.0)	14(15.)	8(8.8)	91(100)
Chart containing 25 Names of Prophets mentioned in the Qur'an	30(33.0)	36(39.6)	6(17.6)	9(9.9)	91(100)
Map of Africa and Middle East	25(27.5)	40(44.0)	10(11.0)	16(17.6)	91(100)
Map of the World showing North Africa, Maghrib and Andalusia	35(38.5)	28(30.8)	9(9.9)	19(20.9)	91(100)
Map of West Africa showing Islamised Areas	31(34.1)	32(35.2)	10(11.0)	19(19.2)	91(100)
Map showing the way Islam spread and became firmly established in West Africa	28(30.8)	35(38.5)	10(11.0)	18(19.2)	91(100)
Picture of the cave of Hira	36(39.6)	29(31.9)	13(14.3)	13(14.3)	91(100)
Picture of the Islamic style of dress (Hijab)	29(31.6)	36(39.6)	9(9.9)	17(18.3)	91(100)
Photograph of a wedding ceremony	39(40.7)	29(31.9)	10(11.0)	15(16.5)	91(100)

according to
Shari'ah

Picture of some Muslim Institutions of higher learning	38(41.8)	28(30.8)	13(14.3)	12(13.2)	91(100)
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Results in Table 6, indicate that:

- i. **Mostly Available:** Charts, diagrams, maps, posters, flash cards, flip charts, chalkboards, pictures of the Prophet's mosque, pictures showing scale, pictures of the Kaaba, pictures of pilgrims in Ihram, charts with names of Allah and the Prophet (mentioned in Quran), most regional maps (Africa & Middle East, World - North Africa, West Africa - Islamic areas), pictures of the cave of Hira, pictures of Islamic dress (Hijab), photographs of Islamic weddings, pictures of Muslim universities. (over 75% of respondents agreed on availability)
- ii. **Somewhat Available:** Pictures with historical context (13-17% disagreed on availability for some historical picture types)

This implies that a wide variety of visual teaching materials are available in most schools for Islamic Studies classes.

However, Participants' responses on the availability of textual materials for teaching of Islamic Studies by Islamic Studies teachers in the Oyo North Senatorial District secondary schools of North Senatorial of Oyo State, Nigeria. Given under on the textual materials as an instructional media for the teaching of Islamic Studies by the Islamic Studies teachers as far as this study is concerned, there are four textual materials. The statistics of the respondents are summarized and presented in Table 7

Table 7

Availability of Textual Materials as Instructional Media for the Teaching of Islamic Studies in Oyo North Senatorial District Secondary Schools

Availability of Textual	Available			Not Available	Total
	VLQ	LQ	SQ		
Textbooks	2(2.2)	15(16.5)	62(68.2)	12(13.2)	91(100)
Islamic magazine	8(8.8)	12(13.2)	44(48.4)	27(29.7)	91(100)
Islamic newspaper	11(12.1)	10(11.0)	32(35.2)	38(41.8)	91(100)

The results in Table 7, show that:

i. Islamic Studies Textbooks:

- Very few schools (2%) have a large quantity of textbooks.
- Most schools (68%) have a small quantity of textbooks.
- A significant number of schools (13%) lack textbooks entirely.

ii. Islamic Magazines:

- Similar to textbooks, very few schools (9%) have a large quantity of Islamic magazines.
- Almost half (48%) have a small quantity.
- Nearly a third (29%) lack Islamic magazines altogether.

iii. Islamic Newspapers:

- Fewer schools have a large quantity of Islamic newspapers (12%).
- A moderate number (35%) have a small quantity.
- Over 40% (42%) lack Islamic newspapers completely.

This implies that there is a shortage of Islamic Studies reading materials (textbooks, magazines, newspapers) in many schools across the district.

Furthermore, participants' responses on the availability of audio instructional media for teaching Islamic Studies in the Oyo North Senatorial District secondary schools of Oyo State, Nigeria are presented in Table 8.

Table 8

Availability of Electronic Audio Materials as Instructional Media for the Teaching of Islamic Studies in Oyo North Senatorial District Secondary Schools

Availability of Electronic Audio	Available			Not Available	Total
	VLQ	LQ	SQ		
Radio	-	-	11(12.1)	80(87.9)	91(100)
Audio tape recorder	-	3 (3.3)	9(9.9)	79(86.8)	91(100)
CD player	-	-	10(10.9)	81(89.1)	91(100)
Recorder player	-	-	14(15.4)	77(84.6)	91(100)
Mp3 player	-	-	15(16.5)	76(83.5)	91(100)

The results in Table 8, revealed only a very small number of schools (12%) have radios, even in limited quantities. Similar to radios, very few schools (less than 10%) have audio tape recorders available. Just a small fraction of schools (around 11%) have CD players. The situation is similar for recorder players, with only a small minority (around 15%) of schools having them. A small number of schools (around 16%) have MP3 players, but most lack them entirely.

More so, participants' responses on the availability of audio-visuals instructional media for the teaching of Islamic Studies in Oyo North Senatorial District secondary schools of Oyo State, Nigeria are presented in Table 9.

Table 9

Availability of Electronic Audio-Visual Instructional Media for Teaching of Islamic Studies in Oyo North Senatorial District Secondary Schools

Availability of Electronic Audio-Visual	Available			Not Available	Total
	VLQ	LQ	SQ		
Video player	-	-	18(19.8)	73(80.2)	91(100)
DVD payer	-	-	22(24.2)	69(75.8)	91(100)
VCD	-	-	16(17.6)	81(87.9)	91(100)
Television	-	-	14(15.4)	77(84.6)	91(100)

The results in Table 9, revealed that only a small portion of schools (around 20%) have video players, with the majority lacking them entirely. A small number of schools (around 24%) have DVD players, but most schools do not. The situation is similar for VCD players, with a small minority (around 18%) of schools having them. Just a small number of schools (around 15%) have televisions, while most lack them. This implies that electronic audio-visual media are lacked in most schools:

Participants' responses on the availability of ICT instructional media for the teaching of Islamic Studies in Oyo North Senatorial District secondary schools of Oyo State, Nigeria. Under this, there are five items on electronic visuals sampled for this study. The statistics of the respondents are summarized and presented in Table 10.

Table 10

Availability of Electronic Visual Instructional Media for Teaching of Islamic Studies in Oyo North Senatorial District Secondary Schools

Availability of Electronic Visual	Available			Not Available	Total
	VLQ	LQ	SQ		
Opaque Projector	-	-	10(10.9)	81(89.1)	91(100)

Overhead Projector	-	-	10(10.9)	81(89.1)	91(100)
Closed circuit Tv	-	-	10(10.9)	81(89.1)	91(100)
Film strip Projector	-	-	10(10.9)	81(89.1)	91(100)
16mm Projector	-	-	10(10.9)	81(89.1)	91(100)

The results in Table 10 revealed that only a small number of schools (around 11%) have any type of projector (opaque, overhead, CCTV, film strip, or 16mm) available, even in limited quantities. The vast majority (89%) lack projectors entirely. This implies that most schools in this district have very few resources that use projection technology to enhance Islamic Studies instruction.

Participants' responses on the availability of ICT media as an instructional media for the teaching of Islamic Studies by Islamic Studies teachers in the Irepo educational district of Oyo State, Nigeria. Under this, there are five items on ICT media sampled for this study. The statistics of the respondents are summarized and presented in Table 11.

Table 11

Availability of ICT Instructional Media for Teaching of Islamic Studies in Oyo North Senatorial District Secondary Schools

Availability of ICT	Available			Not Available	Total
	VLQ	LQ	SQ		
Computers	-	-	4(4.4)	87(95.6)	91(100)
Internet	-	-	6(6.6)	85(93.4)	91(100)
Mp3	-	-	7(7.7)	84(92.3)	91(100)
Digital Cameras	-	-	15(16.5)	76(83.5)	91(100)
Multi-media	-	-	13(14.3)	78(85.7)	91(100)
Projector					

The results in Table 11 show that very few schools (around 4%) have computers available for Islamic Studies instruction. The vast majority of schools (over 93%) lack internet access. Similar to internet access, most schools (over 92%) do not have MP3 players. Only a small number of schools (around 16%) have digital cameras. A small minority of schools (around 14%) have multimedia projectors. This implies that schools in this district have very few technological resources that could be used to enhance Islamic Studies instruction.

Research Question Two: How often do Islamic Studies teachers make use of available instructional media in teaching Islamic Studies at secondary schools in Oyo North Senatorial District, Nigeria?

Participants' responses on the how often Islamic Studies teachers make use of available instructional media of realia resources for teaching of Islamic Studies by Islamic Studies teachers in the Oyo North Senatorial District secondary schools are presented in Table 12

Table 12

Usability of Realia Instructional Media for Teaching of Islamic Studies in Oyo North Senatorial District Secondary Schools

Utilisation of Realia	Utilisation of Realia Resources				Total
	Not Used				
	Often	Sometimes	Rarely		
Copies of the Holy Quran (Arabic Text)	57(62.6)	31(34.1)	1(1.1)	2(2.2)	(100)
Copies of the Holy Quran (English Translation)	42(46.2)	46(50.5)	2(2.2)	1(1.1)	1(100)
Copies of the Hadith (Arabic Text)	6(50.5)	41(45.1)	3(3.3)	1(1.1)	1(100)

Copies of the Hadith (English Text)	31(34.1)	31(34.1)	55(60.4)	5(5.5)	1(100)
Praying Mats	26(28.6)	47(51.6)	14(15.4)	4(4.4)	1(100)
Containers for performing ablution (Kettle)	23(25.3)	49(53.8)	16(17.6)	3(3.3)	1(100)

The results in Table 12 revealed that the highly utilised materials included copies of the Quran and Hadith collections. While kettle and praying mat are commonly used materials. The vast majority of teachers (over 97%) subscribed to the fact that they frequently use copies of the Quran (both Arabic and English translations) and Hadith collections (both Arabic and English) for instruction. A large majority of teachers also regularly use containers for performing ablution (kettles) and praying mats as instructional tools. Over 94% agreed on kettle use, and 95.6% agreed on praying mat use. This implies that teachers heavily rely on core Islamic texts, practical tools, and religious items like praying mats for teaching Islamic Studies.

Participants' responses on the Utilisation of Visual instructional materials for teaching Islamic Studies in Oyo North Senatorial District secondary schools are presented in Table 13.

Table 13

Utilisation of Visual Instructional Media for Teaching of Islamic Studies in Oyo North Senatorial District Secondary Schools

Visual Media	Utilisation of Visual Media				Total
	Often	Sometimes	Rarely	Not Used	
Charts	27(40.7)	29(31.9)	20(22.0)	5(15.5)	91(100)
Diagrams	25(22.0)	43(47.3)	20(22.0)	8(8.8)	91(100)
Maps	34(57.4)	36(39.6)	12(13.2)	9(9.9)	91(100)
Posters	22(24.2)	34(37.4)	14(15.4)	21(23.1)	91(100)
Flash cards	29(31.9)	31(34.1)	7(7.7)	24(26.4)	91(100)
Flip charts	22(24.2)	35(38.5)	13(14.3)	21(23.1)	91(100)
Chalk board	49(53.8)	38(41.8)	3(3.3)	1(1.1)	91(100)
Pictures of the Prophet's mosque	32(35.2)	47(51.6)	5(5.5)	7(7.7)	91(100)
Pictures showing scale	26(28.6)	47(51.6)	8(8.8)	10(11.0)	91(100)
Pictures of <i>Ka'abah</i>	35(38.5)	45(49.5)	3(3.3)	8(8.8)	91(100)
Picture of Pilgrims in <i>Ihram</i>	38(41.8)	39(42.9)	4(4.4)	10(11.0)	91(100)
Chart containing Names of Allah	45(49.5)	28(30.8)	1(1.1)	17(18.7)	91(100)
Chart containing 25 Names of Prophets mentioned in the Qur'an	37(40.6)	42(46.2)	2(2.2)	10(11.0)	91(100)
Map of Africa and Middle East	27(29.7)	45(49.5)	8(8.8)	11(12.1)	91(100)
Map of the World showing North Africa, Maghrib and Andalusia	31(34.1)	39(42.3)	11(12.1)	10(11.0)	91(100)
Map of West Africa showing Islamised Areas	31(34.1)	45(49.5)	6(6.6)	9(9.9)	91(100)
Map showing the way Islam spread and became firmly established in West Africa	25(27.5)	52(57.1)	9(9.9)	5(5.5)	91(100)
Picture of the cave of Hira	31(34.1)	40(49.0)	11(12.1)	9(9.9)	91(100)
Picture of the Islamic style of dress (Hijab)	35(38.5)	42(46.2)	7(7.7)	7(7.7)	91(100)

Photograph of a wedding ceremony according to Shari'ah	35(38.5)	40(44.0)	8(8.8)	8(8.8)	91(100)
Picture of some Muslim Institutions of higher learning.	27(29.7)	46(51.5)	6(6.6)	12(13.2)	91(100)

Results in Table 13 show that the mostly used visual media for teaching Islamic Studies teachers included charts, diagrams, maps, posters, chalkboards, pictures of the Prophet's mosque, pictures showing scale, pictures of the Kaaba, pictures of pilgrims in Ihram, charts with names of Allah and the Prophet (mentioned in Quran), most regional maps (Africa & Middle East, World - North Africa, West Africa - Islamic areas). (over 90% of respondents agreed on use). Flashcards, flipcharts are seldomly used (around 75% agreed on use). While Maps showing the spread of Islam in West Africa are less frequently used (around 80% agreed on use).

Participants' responses on the Utilisation of textual materials for teaching of Islamic Studies by Islamic Studies teachers in Oyo North Senatorial District secondary schools are presented in Table 14.

Table 14

Utilisation of Textual Materials as Instructional Media for Teaching of Islamic Studies in Oyo North Senatorial District Secondary Schools

Textual Media	Utilisation of Textual Media			Not Used	Total
	Often	Sometimes	Rarely		
Textbooks	53(58.2)	35(38.5)	2(12.2)	1(1.1)	91 (100)
Islamic magazine	-	-	5(5.5)	86(94.5)	91 (100)
Islamic newspaper	-	-	5(5.5)	86(94.5)	91 (100)

Table 14 revealed the that nearly all respondents (99%) reported that Islamic Studies textbooks are always used for instruction. A significant majority of respondents (over 90%) indicated that Islamic magazines and newspapers are also used, but less frequently than textbooks. This implies that Islamic Studies textbooks are the primary resource for teachers, while Islamic magazines and newspapers play a supplementary role.

Participants' responses on the Utilisation of electronic audio instructional media for teaching Islamic Studies are presented in Table 15.

Table 15

Utilisation of Electronic Audio as an Instructional Media for Teaching of Islamic Studies in Oyo North Senatorial District Secondary Schools

Electronic Audio Media	Utilisation of Electronic Audio				Total
	Often	Sometimes	Rarely	Total	
Radio	-	-	10(11.0)	81(89.0)	91 (100)
Audio tape recorder	-	-	9(9.9)	82(90.1)	91 (100)
CD player	-	-	8(8.8)	83(91.2)	91 (100)
Recorder player	-	-	9(9.9)	82(90.1)	91 (100)
Mp3 player	-	-	9(9.9)	82(90.1)	91 (100)

Table 15 reveals that the vast majority of respondents (over 89%) indicated that radio, audio tape recorders, CD players, recorder players, and MP3 players are rarely or never used for teaching Islamic Studies. This implies that Islamic Studies teachers in this district seldom use electronic audio equipment for instruction.

Participants' responses on the Utilisation of electronic audio-visuals as an instructional media for the teaching of Islamic are presented in Table 16.

Table 16

Utilisation of Electronic Audio-Visuals as an Instructional Media for Teaching of Islamic Studies in Oyo North Senatorial District Secondary Schools

Electronic Audio Visual	Utilisation of Audio Visual				Total
	Not Used				
	Often	Sometimes	Rarely		
Video Player	-	-	7(7.7)	84(92.3)	91 (100)
DVD Player	-	-	9(9.9)	82(90.1)	91 (100)
VCD	-	-	10(11.0)	81(89.0)	91 (100)
Television	-	-	8(8.8)	83(91.2)	91 (100)

Table 16 shows that the vast majority of respondents (over 89%) indicated that video players, DVD players, VCD players, and televisions are rarely or never used for teaching Islamic Studies. It implies that Islamic Studies teachers in this district seldom use electronic equipment, whether audio or audio-visual, for instruction.

Further still, participants' responses on the utilisation of electronic visuals as instructional media for the teaching of Islamic Studies in Oyo North Senatorial District secondary schools are presented in Table 17.

Table 17

Utilisation of Electronic Visuals as Instructional Media for Teaching of Islamic Studies in Oyo North Senatorial District Secondary Schools

North Sutherland District Secondary Schools					
	Utilisation of Audio Visual				Total
	Not Used				
	Often	Sometimes	Rarely		
Opaque Projector	-	-	6(17.6)	75(82.4)	91 (100)
Overhead Projector	-	-	8(19.8)	73(80.2)	91 (100)
Closed circuit Tv	-	-	21(23.1)	70(76.9)	91 (100)
Film strip Projector	-	-	23(25.3)	68(74.7)	91 (100)
16mm Projector	-	-	22(24.2)	69(75.8)	91 (100)

Table 17 reveals that a significant portion of respondents (over 70%) indicated that opaque projectors, overhead projectors, closed-circuit TVs, film strip projectors, and 16mm projectors are rarely or never used for teaching Islamic Studies. Film strip projectors and 16mm projectors appear to be used even less frequently than other projector types, with over 74% reporting they are never used. This implies that Islamic Studies teachers in this district rarely use projector equipment of any kind for instruction.

Lastly, participants' responses on the Utilisation of ICT as instructional media for teaching Islamic Studies in Oyo North Senatorial District secondary schools are presented in Table 18.

Table 18

Utilisation of ICT Media as an Instructional Media for Teaching of Islamic Studies in Oyo North Senatorial District Secondary Schools

ICT	Utilisation NU				Total
	Often	Sometimes	Rarely		
Computers	-	-	2(2.2)	89(97.8)	91 (100)
Internet	-	-	7(7.7)	84(92.3)	91 (100)
Mp3	-	-	5(5.5)	86(94.5)	91 (100)
Digital Cameras	-	-	9(9.9)	82(90.1)	91 (100)
Multi-media Projector	-	-	15(16.5)	76(83.5)	91 (100)

Table 18 shows that the vast majority of respondents (over 83%) indicated that computers, internet, MP3 players, digital cameras, and multimedia projectors are rarely or never used for teaching Islamic Studies. A small number of respondents (around 5-7%) suggested that some technology resources are occasionally used. It implies that Islamic Studies teachers in this district seldom use technology to enhance their instruction.

Testing of Research Hypotheses

Having examined the demographic data of the respondents involved in the study and research questions, the researcher proceeded to test the null hypothesis 1 and 2 generated using t-test while research hypothesis 3 with the use of ANOVA at 0.05 level of significance

Research Hypothesis 1: There is no difference in the utilisation of instructional media in the teaching Islamic Studies by male and female secondary school teachers in Oyo North Senatorial District

Table 19

t-test Statistics Showing the Difference in the Utilisation of Instructional Media in the Teaching Islamic Studies by Male and Female

Gender	No	Mean	S. D.	Df	t-value	Sig	Remark
Male	55	155.5455	26.6964	89	1.549	.126	Accepted
Female	36	162.4167	26.7458				

*Insignificance at $p > 0.05$

Table 19 shows that the t-value -1.549 is obtained with a p-value of .126 computed at 0.05 alpha levels. Since the p-value of .126 is higher than 0.05 level of significance, the null hypothesis 2 is accepted. Therefore, there is no difference in the utilisation of instructional media in the teaching Islamic Studies by male and female secondary school teachers in the Oyo North Senatorial District of Oyo State, Nigeria ($t_{1-1.549} = .126$, $p > 0.05$). It could therefore be inferred from the analysis that there is no difference in the utilisation of instructional media in the teaching Islamic Studies by male and female teachers in the Oyo North Senatorial District of Oyo State, Nigeria because both male and female teachers have equal opportunity to the use of available instructional media.

Research Hypothesis 2: There would be no significant difference in the utilisation of instructional media in the teaching Islamic Studies by qualified and less-qualified secondary school

Table 20

t-test Statistics Showing the Difference in the utilisation of Instructional Media in the Teaching Islamic Studies by Qualified and Less-Qualified Teachers

Qualification	No	Mean	S. D.	Df	t-value	Sig	Remark
Qualified	72	157.7500	27.16084	89	.477	.634	Accepted
Less-Qualified	19	154.4211	26.55250				

*Insignificance at $p > 0.05$

Table 20 shows that the t-value .477 is obtained with a p-value of .634 computed at 0.05 alpha levels. Since the p-value of .634 is higher than 0.05 level of significance, the null hypothesis 3 is accepted. Therefore, there is no significant difference in the utilisation of instructional media in the teaching Islamic Studies by qualified and unqualified secondary school teachers in Oyo North Senatorial District of Oyo State, Nigeria ($t_{1.477} = .634$, $p > 0.05$). It could therefore be inferred from the analysis that there is no significant difference in the utilisation of instructional media in the teaching Islamic Studies by qualified and unqualified secondary school teachers in the Oyo North Senatorial District.

Research Hypothesis 3: There would be no significant difference in the utilisation of instructional media in the teaching Islamic Studies by more experienced, experienced and less experienced teachers in the Oyo North Senatorial District of North Senatorial District of Oyo State, Nigeria

Table 21

ANOVA Results Showing the Analysis of the Significant Difference in the Utilisation of Instructional Media in the Teaching Islamic Studies by More Experienced, Experienced and Less-Experienced Teachers in Oyo North Senatorial District of North Senatorial of Oyo State

Source of Variable	Sum of Square	df	Mean Square	F	Sig.	Decision
Between Group	8066.667	2	4034.334	6.210	.000	Ho ₃
Within Group	57166.058	88	649.614			Rejected
Total	65234.725	90				

***Significant P< .05**

Table 21 shows the significant difference in the utilisation of instructional media in the teaching Islamic Studies by more experienced, experienced and less-experienced teachers in the Oyo North Senatorial District with ($F_{88}=.003$, $p<0.05$). It implies that there is significant difference in the utilisation of instructional media in the teaching Islamic Studies by more experienced, experienced and less-experienced secondary school teachers in Oyo North Senatorial District of Oyo State, Nigeria due to the level of vast experiences of the users of those instructional media. **Summary of the Major Findings**

The findings of the study could be summarised as follow:

1. Instructional media under the categories of realia and visuals for teaching Islamic Studies in Oyo North Senatorial District secondary schools are available in a very large quantity. While Islamic textbooks and Magazines are available in a small quantity.
2. Electronic audio media of Radio, Audio tape recorder, CD player, Recorder player, Mp3 player Electronic audio-visual media of video player, DVD player, VCD, television and ICT are not sufficiently available.
3. Teachers often make use of Copies of the Holy Quran (Arabic Text), Copies of the Holy Quran (English Translation), Copies of the Hadith (Arabic Text), Copies of the Hadith (English Text), Praying Mats, Containers for performing ablution (Kettle) and textbooks for teaching Islamic Studies in the Oyo North Senatorial District secondary schools.
4. Teachers rarely use Islamic magazine, Islamic newspaper, Radio, Audio tape recorder, CD player, Recorder player, Mp3 player, Video players, DVD players, VCD, Opaque projector, overhead projector, closed circuit Tv, film strip projector, 16mm projector Computers, Internet, Mp3, digital cameras and multi-media projector as instructional media for teaching Islamic Studies in Oyo North Senatorial District secondary schools.
5. There is difference in the availability of instructional media for teaching Islamic Studies in Oyo North Senatorial District public and private secondary schools.
6. There is no difference in the utilisability of instructional media for teaching Islamic Studies by male and female teachers in Oyo North Senatorial District secondary schools.
7. There is no significant difference in the utilisability of instructional media for teaching Islamic Studies by qualified and unqualified teachers in Oyo North Senatorial District secondary schools.
8. There is significant difference in the utilisation of instructional media for teaching Islamic Studies by more experienced, experienced and less-experienced teachers in Oyo North Senatorial District secondary schools.

Discussion

The findings indicate that instructional media classified as realia and visual materials are generally available in secondary schools in Oyo North Senatorial District, supporting Umar's (2010) report on the availability of such resources for Islamic Studies. However, unlike Umar's findings, the present study established that Islamic Studies textbooks, although available, are insufficient in

quantity. This result extends the observations of Okoji and Olubayo (2021) and aligns with studies that reported shortages of textbooks and print materials, including Islamic magazines and newspapers, as constraints to effective teaching and learning (Tuimur & Chemwei, 2015; Mpigi & Abdur-Rafiu, 2018; Musuluve & Ronald, 2020).

The study further revealed that electronic audio, audio-visual, projection, and ICT-based instructional media are largely inadequate in schools. This finding is consistent with earlier studies which reported limited availability of modern instructional resources in secondary schools (Okobia, 2011; Gumbi & Bashir, 2021). In terms of utilisability, teachers were found to frequently use traditional and readily available materials such as the Qur'an and Hadith texts, prayer mats, ablution containers, and textbooks, indicating a strong reliance on conventional instructional resources central to Islamic Studies. However, instructional media such as Islamic magazines, newspapers, audio and audio-visual devices, projectors, and ICT tools were rarely utilized, largely due to their limited availability. This finding corroborates earlier studies that reported low utilization of audio-visual and technology-based instructional materials (Dhakal, 2017; Okoji & Olubayo, 2021).

The study also revealed a significant difference in the availability of instructional media between public and private secondary schools, possibly reflecting differences in funding and resource management. Conversely, teachers' gender and professional qualifications were found not to significantly influence instructional media utilization, suggesting similar levels of exposure and competence across these categories. However, teaching experience significantly influenced utilization, with more experienced teachers making greater use of instructional media than their less experienced counterparts. This suggests that accumulated teaching experience enhances teachers' confidence and effectiveness in selecting and applying instructional media.

Conclusion and Recommendations

Although the importance of instructional media in teaching and learning process has been stressed over the years by various researchers, the study served as an addition to those researches on the Islamic studies in the teaching and learning process. The study attempted to investigate the availability and utilisation of instructional media for teaching Islamic studies in secondary schools in Oyo North Senatorial District. Based on the findings and discussions, it is concluded that instructional media under realia, visual and textual materials are available for teaching Islamic studies in Oyo North Senatorial District. While Instructional media under audio, audio-visual, projectors and ICT were not available in Oyo North Senatorial District. In addition, teachers' qualification does not influence their use of instructional media for teaching Islamic Studies in Oyo North Senatorial District public and private secondary school. While more experienced and experienced Islamic studies teachers utilise instructional media more than less experienced ones. Based on the findings in this study and the conclusion reached, the following recommendations were made:

1. There is need for the government and proprietors of private schools to provide adequate and enough instructional media to schools. Likewise, other stakeholders like Parent Teachers Association (PTA), Islamic charitable organisations, philanthropists and professional bodies e.g. Nigerian Association of Teachers of Arabic and Islamic Studies (NATAIS) should extend their kind gestures to schools by procuring and donating relevant instructional media to schools. So as to facilitate the teaching-learning process.
2. All the stakeholders involved need to pay special attention to the mass provision of instructional medias under audio, audio-visual, projectors and ICT that were not available for teaching Islamic Studies in Oyo North Senatorial District. Islamic studies teachers should take the responsibility of identifying the unavailable instructional media, prepare the request for the provision of those media and communicate to the principals while the principals should help transmit the request to those concerned (Government, governing council etc.) and help in facilitating their provision to schools.
3. Teachers, irrespective of their qualifications, need to undergo training sessions in terms of workshops, seminars and conferences on the essence of utilisation of instructional media for teaching Islamic Studies particularly on modern trends in instructional media. Islamic Studies

teachers need more experiential exposures on the application of ICTs to teaching and learning of Islamic Studies so as to enhance their skills in utilisation of instructional media while teaching the subject.

4. The experienced Islamic Studies teachers in secondary schools should help tutor and mentor the less experienced ones on how to utilise instructional media appropriately. Likewise, those that are conversant with the modern trends in instructional media matters should be up to the task on the field.

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НИГЕРИЯНЫҢ ОЙО ШТАТЫНДАҒЫ ИРЕПО АЙМАҚТЫҚ ОКРУГІНДЕ ИСЛАМТАНУ ПӘНІ БОЙЫНША ОҚУ-ӘДІСТЕМЕЛІК ҚҰРАЛДАРДЫҢ ҚОЛЖЕТІМДІЛІГІ МЕН ПАЙДАЛАНЫЛУ МҮМКІНДІГІН БАҒАЛАУ

Аңдатпа. Бұл зерттеуде Нигерияның Ойо штаты, Ойо Солтүстік сенаторлық округіндегі жоғары сыныптарда исламтану пәнін оқытуға арналған оқу құралдарының қолжетімділігі мен пайдаланылуы зерттелді. Зерттеуде сипаттамалық сауалнама әдісі қолданылды. Зерттеу жиынтығына исламтану пәні оқытылатын 47 орта мектеп және үш жергілікті әкімшілік аумақтағы 91 мұғалім кірді. Қатысушылар саны қолжетімді болғандықтан, барлық анықталған мұғалімдерді қамтитын толық жиынтық іріктеу әдісі пайдаланылды. Деректер зерттеуші әзірлеген, валидтелген сауалнама арқылы жиналды, оның сенімділік коэффициенті – 0,76. Мәліметтерді талдау үшін сипаттамалық және инференциалдық статистика қолданылды. Зерттеу сұрақтарына пайыздық көрсеткіштер арқылы жауап берілді, ал үш нөлдік гипотезаны тексеру үшін 0,05 маңыздылық деңгейінде SPSS бағдарламасы арқылы t-тест және дисперсиялық талдау (ANOVA) жүргізілді. Нәтижелер нақты оқу материалдары (realia) мен көрнекі құралдардың жалпы қолжетімді екенін көрсетті, алайда оқулықтар шектеулі болды, ал аудио, аудиовизуалды, проекциялық және ақпараттық-коммуникациялық технологияларға негізделген құралдар жеткіліксіз деңгейде анықталды. Мұғалімдер Құран, хадис, жайнамаз және оқулықтар сияқты дәстүрлі оқу құралдарын жиі пайдаланғанымен, заманауи құралдарды сирек қолданатыны анықталды. Мектеп түрі мен мұғалімнің еңбек өтілі оқу құралдарының қолжетімділігі мен пайдаланылуына елеулі әсер етті, ал жынысы мен біліктілік деңгейі айтарлықтай ықпал етпеді. Зерттеу заманауи оқу құралдарымен қамтамасыз етуді жақсартуды және мұғалімдердің кәсіби әлеуетін арттыруға бағытталған іс-шараларды күшейтуді ұсынады.

Түйін сөздер: оқу құралдары, исламтану, қолжетімділік, пайдаланылу мүмкіндігі, орта мектептер

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ОЦЕНКА ДОСТУПНОСТИ И ИСПОЛЬЗОВАНИЯ УЧЕБНЫХ СРЕДСТВ ДЛЯ ПРЕПОДАВАНИЯ ИСЛАМОВЕДЕНИЯ В ЗОНАЛЬНОМ ОКРУГЕ ИРЕПО, ШТАТ ОЙО, НИГЕРИЯ

Аннотация. В данном исследовании изучались доступность и использование учебных средств при преподавании исламоведения в старших классах средних школ Северного сенаторского округа Ойо, штат Ойо, Нигерия. В исследовании был применён описательный метод опроса. Генеральную совокупность составили 47 средних школ, где преподаётся исламоведение, и 91 преподаватель из трёх районов местного самоуправления. В связи с доступным объёмом выборки использовался метод полного охвата, включивший всех выявленных преподавателей. Сбор данных проводился с использованием разработанной исследователями и валидизированной анкеты с коэффициентом надёжности 0,76. Для анализа данных применялись методы описательной и инференциальной статистики. Для ответа на исследовательские вопросы использовались процентные показатели, а для проверки трёх нулевых гипотез применялись t-тест и дисперсионный анализ (ANOVA) при уровне значимости 0,05 с использованием программы SPSS. Результаты показали, что реальные учебные материалы (realia) и визуальные средства обучения в целом были доступны, тогда как количество учебников оказалось ограниченным, а аудио-, аудиовизуальные, проекционные и основанные на информационно-коммуникационных технологиях средства были в значительной степени недостаточными. Преподаватели часто использовали традиционные материалы, такие как Коран, хадисы, молитвенные коврики и учебники, однако редко применяли современные средства обучения. Было установлено, что тип школы и педагогический стаж существенно влияли на доступность и использование учебных средств, тогда как пол и квалификация преподавателей значимого влияния не оказывали. Исследование рекомендует улучшить обеспечение современными учебными средствами и реализовать инициативы по повышению профессиональной компетентности преподавателей.

Ключевые слова: учебные средства, исламоведение, доступность, возможность использования, средние школы

Received 17 December