

## ASSESSMENT OF AVAILABILITY AND UTILISATION OF INSTRUCTIONAL MATERIALS FOR TEACHING ISLAMIC STUDIES IN SECONDARY SCHOOLS IN ILORIN, NIGERIA

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### Abstract

This study assessed the availability and utilisation of instructional materials for teaching Islamic Studies in secondary schools in Ilorin, Nigeria. A descriptive Survey design was employed for the study. A simple random Sampling technique was used to select 305 teachers of Islamic studies across the three local government areas of Ilorin East, Ilorin West and Ilorin South in Kwara State as the sample size for the study. The instrument used for data collection was an adapted questionnaire titled “Availability and Utilization of Instructional Materials for Teaching Islamic Studies Questionnaire” (AUIMTISQ). The instrument's reliability was determined using test-re-test methods, and a value of 0.76 was obtained. Data collected were analysed using percentage, mean and standard deviation, and a t-test was used to test the null hypotheses at a 0.05 significance level. Four research questions were analysed, and two hypotheses were tested and rejected. Findings from the study revealed that secondary school teachers of Islamic studies in Ilorin used community instructional materials for teaching. They, however, do not use modern instructional materials adequately. Based on the study's findings, it was recommended that education stakeholders ensure that teachers were given regular training and re-training on the use of modern instructional materials that would facilitate effective teaching.

**Keywords:** Instructional Materials, Islamic Studies, Teaching

### Introduction

Teaching, as the transfer of knowledge and information from one person to another, was first practised by the prophets of Allah, who were saddled with the responsibility of guiding man to the path of salvation and eternal bliss. Teaching is as old as man himself (Johnson, 2016). The man was born with a plain mind and no prior information on how to survive the hurdles of this life (Sudan, 2017). Therefore, he relies on life's experiences as he comes across them to build his knowledge. He also learns from what is passed down from the previous generations through teaching and learning. Although there are other sources through which one can gain knowledge, these two are the most common and most important.

Teaching is and will forever remain the noblest of all professions as it is the only

profession that places man on the path of progress in terms of civilisation, economy, sociology, exploration, and all other aspects that promote quality of life as against the other animals who remain stagnant over many generations. Through teaching, a young human has acquired the accumulated experiences of previous generations of man and will form better decisions, make better use of his environment, and live a more quality life than his predecessors (Sudan, 2017). A 21st-century dog is, however, not better in any way than its 15th-century predecessors, socially or otherwise.

Teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person. Teaching has evolved over the ages. From the time of Prophet Adam (as), the prophets of Allah had come in their thousands to teach man how to be successful in this life and the life after. The learned men of ancient times were all teachers by default. Priests and prophets taught children of the wealthy and noble the skills to take up their roles as leaders and businessmen. Priests' positions were elevated above many strata of society, and they were treated accordingly for their knowledge and wisdom (A Short History of Teaching, 2016). Teaching develops the minds of children and young adults, and prepares them to become worthwhile citizens of society. The teaching history can be traced to Confucius (561 B.C.), the first famous private teacher. Many ancient Greeks hired private teachers to educate their children (Marinette & Hui, 2021). In the Middle Ages, learning institutions such as Cambridge University were founded, and teacher training became required.

Teaching has transformed from a simple educational function into a complex profession. Teaching has gone beyond mere talking and has evolved to become a distinct profession with many branches and innovations. Through discovering new teaching strategies and through professional development, teachers continuously improve teaching styles and employ various instruments to suit their students' needs better (John, 2016). Through introducing teachers to new delivery techniques, assessment styles, and record-keeping approaches, professional development for teachers makes them more effective in their presentations and course assessments. In this modern digital age, teachers can adapt to various learning circumstances of the students. Likewise, administrators are changing and updating expectations and learning standards. Whether it is the way students learn, the behaviour their classroom exhibits, or their lesson plans, being able to adapt is a skill that every modern teacher must have. A modern teacher is willing to try new things, from new educational apps to teaching skills and electronic devices (Busari, 2018). Being innovative means trying new things, questioning your students, making real-world connections, and cultivating a creative mindset. Technology is growing at a rapid pace. In recent times, we have seen huge advancements, and we will continue to see them grow.

Specifically crucial in the development of the teaching profession is the use of instructional materials. Over the years, experience has shown that teachers depend on excessive use of words to express and convey ideas or facts in the teaching-learning process. This process is termed the 'chalk-talk' method (Stephen & Isaac, 2013). Today, technological advances have made it possible to produce materials and devices that could be used to minimise the teachers' talking and simultaneously make the message more transparent, exciting and easier for the learner to assimilate (Onasanya et al. (2008). Instructional materials are concrete or physical objects that provide sound, visual or both to the sense organs during teaching (Lawrence, 2017). Instructional materials can also be defined as materials that facilitate teaching and learning activities and, consequently, the attainment of the lesson objectives (Achimugu, 2016). He grouped them into three main types: Visual aids, which appeal to the sense of seeing (examples are charts, maps, objects, pictures, etc.); Audio aids which appeal to the sense of hearing

(examples are radios, radio cassettes, record player, gramophone, etc.); and audio-visual aids which appeal to the sense of sight and hearing (examples are; television, computers, projectors, video films).

Teaching with instructional materials, especially with the newer technologies that suit today's information technological society, is the trend in contemporary society. The use of instructional materials provides the physical media through which the intents and contents of the Curriculum are experienced (Agaba, Danjuma, Ahmed, & Abdulrashid, 2019). Instructional materials are collections of materials and equipment that process instruction and training; such materials and equipment may be derived from teaching and learning objectives. They assist in putting across information and enable both teaching and learning to be effectively done. The teacher alone cannot provide all the needed conditions for an effective teaching and learning process; other supporting materials should be provided. The students learn better when most of the senses are appealed to in the instruction, and using instructional materials retains whatever is learned long after the learning.

The importance of instructional materials in enhancing effective teaching and learning cannot be undermined due to the positive impact they have on students' assimilation levels. Instructional resources are teachers' strategic factor in organizing and providing education (Eyitayo, 2010). This is so because they help to elaborate a concept that the teacher could not without instructional material (John, Role of Instructional Materials in Academic Performance in Community Secondary Schools in Rombo District, 2016). When instructional materials are provided to meet the relative needs of the teaching process, students will have access to the reference materials mentioned by the teacher, and also each student will be able to learn at his or her own pace. The overall result is that students will perform much better.

The term availability relates to how much instructional materials are on hand to which teachers and learners have access. As a concept, it is an umbrella term that denotes the serviceability, resilience, reliability and maintainability of a component instrument (Uzuegbu, Mbadiwe, & Anulobi, 2013). This summarily tells of the ability of the component to perform its required functions at a stated instance or over a stated period of time. Meanwhile, utilisation refers to using a given material to execute a given task (Chimezie, 2013). It refers to the extent to which the available instructional materials are used to assist the learners in internalising the curriculum content of the subject. In sum, the use of instructional materials for teaching Islamic Studies is an instance of utilisation in this study.

The introduction of Islam is often accompanied by the introduction of Islamic education, and this has always been the tradition in all societies which came in contact with the religion (Sanni, 2017). This, in its entirety, made Islam a religion that encourages its adherents to study all useful knowledge, including science and technology, build and nurture civilisation, and organise their direct survival in this world and beyond (Bekti, 2017). Islamic Studies should be taught with all teaching instruments as a result-oriented subject. More than just acquiring knowledge, Islamic Studies aims to build and refine the complete personality of man as a physical living being and a spiritual being. Therefore, teachers of Islamic Studies must employ all their skills and abilities to ensure that their students internalise the curriculum content of the subject. A look into the life of the Messenger of Islam reveals a great teacher who taught with all the known teaching methods.

### **Problem Statement**

The teaching and learning of Islamic Studies are aimed at imparting an unadulterated Islamic education with a high standard of moral value, God-consciousness, and a wide range of virtues, such as honesty, integrity, and self-discipline into the ways of life of every Muslim child that is enrolled either in public or private institutions (Olatunbosun & Tanimowo, 2013). It is a subject that is expected to mould the complete personality of the students as embodiments of honesty, integrity, discipline, sacrifice, diligence, industry and other virtues worthy of a vicegerent of Allah on earth. All teaching methods and conditions should be in place to successfully transmit this knowledge (Busari, 2018).

However, the teaching, learning, and information dissemination in Islamic Studies for many years has neglected the application of technology with the assumption that since Islamic knowledge is revealed, it should not be analysed or taught through technology but be impacted by mere remembrance to generation to come (Zedan, Yusoff, & Mohamed, 2015). This, especially in developing countries such as Nigeria, has placed a snag instead of clout in the accelerated development of Islamic studies and its teaching among the students of various institutions. The utilization of instructional materials in teaching and the subsequent adoption of multimedia materials in this digital age have given the subject a leverage to be understood and assimilated by the varieties of students who have been in modern time exposed to various forms of technological advancement. Unfortunately, in our own environment, the present state of instructional materials is nothing to write home about. Some of these instructional materials are obsolete and are not match the current development (Zedan, Yusoff, & Mohamed, 2015). The little ones available are not utilized because some materials lose their component to make it functional. The teachers' competencies also, having attended different schools and colleges, thereby possessing different levels of experiences and knowledge, invariably have direct effect on the utilization of the materials in teaching and learning of Islamic Studies in secondary schools in Ilorin metropolis. There have been increasing criticisms of the teaching of Islamic Studies in Secondary schools in Nigeria, especially concerning the teaching methods and instructional materials (Adamu, Aishatu, & Musa, 2019). The teaching of Islamic Studies in Nigerian classrooms has been dominated by lecturing and giving notes by most teachers, accompanied by using the chalkboard only and prescribed textbooks.

Many Islamic Studies teachers, most of whom have undergone the traditional Islamic system, do not see the need to employ other instructional materials for the efficient delivery of their teachings other than those they used while they were students (Busari, 2018). A personal experience of the researcher shows that many of the Islamic Studies teachers believe that using Instructional materials other than the ones used in Madrasah is only for other subjects of Western origin and not for Islamic Studies. Having this at the back of their minds, they do not even contemplate deploying instructional materials in their teachings.

### **Purpose of the Study**

The main purpose of this study was to assess the availability and utilisation of instructional materials for teaching Islamic Studies in secondary schools in the Ilorin metropolis. Specifically, the study sought to:

1. Identify the available instructional materials for teaching Islamic Studies in secondary schools in Ilorin metropolis.
2. Determine the extent of utilization of instructional materials for teaching Islamic Studies in secondary schools in Ilorin metropolis.
3. Identify the challenges to teachers' utilization of instructional materials in the

- teaching of Islamic Studies in secondary schools in Ilorin metropolis.
4. Suggest strategies for enhancing teachers' utilization of instructional materials in teaching Islamic Studies in secondary schools in the Ilorin metropolis.

### **Research Questions**

The following research questions guided the study:

1. What instructional materials are available for teaching Islamic Studies in secondary schools in the Ilorin metropolis?
2. To what extent do teachers utilize the available instructional materials in the teaching of Islamic Studies in secondary schools?
3. What are the challenges facing teachers' utilisation of instructional materials in the teaching of Islamic Studies in secondary schools?
4. What strategies can be adopted to enhance teachers' use of instructional materials in teaching Islamic Studies in secondary schools?

### **Research Hypothesis**

The following null hypothesis formulated for the study were tested at 0.05 level of significance:

H<sub>01</sub>: There is no significant gender difference in the extent of teachers' utilisation of instructional materials in teaching Islamic Studies in secondary schools in the Ilorin metropolis.

### **Methodology**

This study is an investigation to assess the availability and utilisation of instructional materials for teaching Islamic Studies in secondary schools in Ilorin. This research was carried out in Ilorin Metropolis, Kwara State, Nigeria. Ilorin Metropolis covers three of the 16 local governments in Kwara state (Ilorin East, Ilorin West and Ilorin South, Local government respectively). The population for this study was all the upper basic and senior secondary school teachers in Ilorin metropolis, Kwara State. The target population was all the teachers of Islamic Studies in the area's upper basic and senior secondary schools. There are 251 upper basic Islamic Studies teachers in the three local government areas comprising the Ilorin metropolis, of which males are 158 and females are 93. There are 344 senior secondary school Islamic Studies teachers in Ilorin metropolis out of which 207 are males while 137 are females. In total, the number of Islamic Studies teachers in secondary schools in Ilorin metropolis is 595. A sample 126 out of 251 and 172 out of 344 upper basic and senior secondary school teachers of Islamic Studies currently teaching under Kwara State Universal Basic Education Board (KWSUBEB) and the Kwara State Teaching Service Commission (TESCOM) as sample size for this study using simple random sampling technique.

An adapted questionnaire titled: Questionnaire on Availability and Utilisation of Instructional Materials for the Teaching of Islamic Studies, (QAUIMTIS) was used for the data collection. The instrument was sub-divided into 5 sections (A – E), section A contains demographic variables of the respondents, while section B to E solicited information on the assessment of availability and utilisation of instructional materials in teaching and learning of Islamic studies subject. Section B addressed research question one and focused on extent of availability of instructional materials in teaching and learning of Islamic studies subject. This section covered item numbers 1 – 14. Section C concentrated on the extent of teachers' utilisation of instructional materials and addressed research question two. This section covered items numbers 15 – 28. Section D is based on challenges facing teachers' utilisation of

instructional materials and addresses research question three. This covered items number 29 – 37. Finally, section E focused on strategies for enhancing teachers' utilisation of instructional materials and addressed research question four. This section covered items number 38 – 46. The data collected was analysed using mean, standard deviation and Pearson Product Moment Correlation (PPMC). The data collected for the study were subjected to descriptive and inferential statistical analyses. Percentage was used to describe the demographic information of the respondents. Research questions were answered using mean and standard deviation. In contrast, research hypotheses were tested using. The data that were collected for the study and were subjected to descriptive and inferential statistical analyses. Frequent count and percentage were used to answer research questions one and two, mean and standard deviation were used to answer research questions three and four. At the same time, four null hypotheses were tested using t-test statistics at a 0.05 significant level. The questionnaire was administered to the respondents by the researcher using physical means. They were contacted through their various schools. A research assistant was also employed to administer and retrieve the questionnaire and perform data analysis. This activity was carried out with the help of a research assistant and explanations was offered to the respondents where necessary.

## **Results And Discussion**

### **Research Question One: What are the available of instructional materials for teaching Islamic Studies in secondary schools?**

**Table 2: Available Instructional Materials for the Teaching of Islamic Studies in Secondary Schools in Ilorin metropolis**

S/N	Items	MEAN ( $\bar{X}$ )	SD
1	Video tape players	1.54	0.91
2	Audio tape players	2.11	1.07
3	Islamic programmes on radio	2.88	1.65
4	Pictures of Ka'bah, Makkah, Madinah etc	3.34	0.84
5	Kettles	3.89	0.44
6	Models of Ka'bah, Mount Árafah, etc	2.61	1.06
7	Use of chalkboards	3.90	0.37
8	Mosques	3.76	0.57
9	Flip charts of the chronology of the major events of the Prophet's life etc	2.36	0.83
10	Copies of Qurán	3.85	0.42
11	Map of Arabian Peninsula	2.60	1.05
12	Compass for locating the Qiblah	2.52	1.14
13	Computers	3.29	0.91
14	Overhead projectors	1.71	0.98
Grand Mean ( $\bar{X}$ )		2.88	

Table 2 shows the level of availability of the instructional materials. It shows that a chalkboard with a mean of 3.9 is the most readily available instructional material for the teaching of Islamic Studies in the Ilorin Metropolis. Other readily available instructional materials are kettles, copies of the Qur'an, mosques, pictures, computers, radio programs, models, maps and compasses with means of 3.89, 3.85, 3.76, 3.34, 3.29, 2.88, 2.61, 2.60, and 2.52 respectively. Other instructional materials like flip charts and audio tape players, having

means of 2.36 and 2.11, respectively, are not readily available. The table further shows that projectors and video players with means of 1.71 and 1.54 respectively are the least available instructional materials. Meanwhile, with a Grand Mean of 2.88, well above the 2.5 benchmark, it shows that there is a high level of availability of instructional materials for teaching Islamic Studies in the Ilorin Metropolis. With a Standard Deviation ranging between 0.37 and 1.65, it shows there is a close relationship in the responses.

### Research Question Two: What is the Utilization Level of Instructional Materials for Teaching Islamic Studies in Secondary Schools?

**Table 3: Level of the utilisation of instructional materials for teaching of Islamic Studies in Secondary schools**

S/N	ITEMS	MEAN $\overline{(X)}$	SD
15	Videotape players	1.64	0.91
16	Audio tape players	2.23	1.02
17	Islamic programmes on radio	2.75	1.19
18	Pictures of Ka'bah, Makkah, Madinah etc	3.01	1.02
19	Kettles	3.82	0.49
20	Models of Ka'bah, Mount Árafah, etc	2.61	1.12
21	Use of chalkboards	3.80	0.52
22	Mosques	3.80	0.51
23	Flip charts of the chronology of the major events of the Prophet's life, etc	2.23	0.96
24	Copies of Qurán	3.73	0.63
25	Map of Arabian Peninsula	2.54	1.12
26	Compass for locating the Qiblah	2.39	1.22
27	Computers	3.11	1.04
28	Overhead projectors	1.66	1.03
Grand Mean $\overline{(X)}$		2.81	

Table 3 shows that kettle with a mean of 3.82 is the most utilized instructional material for the teaching of Islamic Studies. The table also reveals that materials which include chalkboard, mosques, copies of Qur'an, computers, pictures, models, radio programmes, and maps which respectively have means of 3.80, 3.80, 3.73, 3.11, 3.01, 2.75, 2.61, and 2.54 have high level of utilization. It also reveals that instructional materials like compass, flip charts and audio tape players with means of 2.39, 2.23, and 2.23 respectively have low level of utilization. With means of 1.66 and 1.64, video tape players and overhead projectors are the least utilized instructional materials.

However, with a Grand Mean of 2.81, it shows that there is high level of utilization of instructional materials for teaching Islamic Studies in secondary schools in Ilorin metropolis. With Standard Deviation ranging between 0.49 and 1.22, it shows there is close relationship in the responses.

**Research Question Three: What are the Challenges Facing Teachers' Utilization of Instructional Materials in the Teaching of Islamic Studies in the Secondary Schools?**

**Table 4: Challenges Facing Teachers' Utilization of Instructional Materials in the Teaching of Islamic Studies in the Secondary Schools**

S/N	Items	Mean ( $\bar{X}$ )	SD
29	Lack of Islamic Studies textbooks	2.21	0.98
30	Inadequate provision of materials for teaching Islamic Studies	2.86	0.93
31	Lack of special incentives (such as in-service training, study leave allowance and others for teaching and learning)	3.05	1.11
32	Allocation of insufficient periods for teaching Islamic Studies	2.37	1.08
33	Too large classes unmanageable for the teaching	2.83	1.19
34	Unwillingness on the part of parents to provide their children with necessary materials for teaching and learning of Islamic Studies	2.98	0.90
35	Lack of qualified Islamic Studies teachers with knowledge of instructional materials required to teach Islamic Studies	2.17	1.03
36	Inadequate equipment for participation during lesson	2.90	0.88
37	Lack of dedication and commitment on the part of Islamic Studies teachers (preparation of lesson note and selection or improvisation of the appropriate instructional materials in teaching and learning).	2.44	1.09
Grand Mean ( $\bar{X}$ )		2.65	

Table 4 shows that item 31 has the highest mean of 3.05. This reveals that the respondents mostly agreed that lack of special incentives (such as in-service trainings, study leave allowance etc) a challenge facing teachers' utilization of instructional materials for teaching Islamic Studies. Also agreed to be important challenges facing teachers' utilization of instructional materials by the teachers are: unwillingness on the part of parents to provide their children with necessary materials, inadequate provision of materials, too large classes unmanageable for teaching. On the other hand, having means below 2.5 benchmark, the respondents do not agree that lack of dedication and commitment on the part of teachers, allocation of insufficient periods, lack of Islamic studies text books and lack of qualified teachers as important challenges facing the teachers' utilization of instructional materials for teaching Islamic studies.

However, with a Grand Mean of 2.65, the respondents generally agreed to the challenges facing teachers' utilisation of instructional materials for teaching Islamic Studies in the Ilorin metropolis. The standard Deviation, ranging between 0.80 and 1.19, shows a close relationship in the responses.



#### Research Question Four: What Strategies Can Be Adopted for Enhancing Teachers' Utilization of Instructional Materials in Teaching Islamic Studies in Secondary Schools?

**Table 5: Strategies that can be adopted for Enhancing Teachers' Utilization of Instructional Materials in the Teaching of Islamic Studies in Secondary Schools**

S/N	ITEMS	MEAN ( $\bar{X}$ )	SD
38	Adequate Islamic Studies textbook	3.53	0.72
39	Adequate provision of materials for teaching Islamic Studies	3.23	0.85
40	Special incentives (such as in-service training, study leave allowance and others in teaching and learning)	3.08	1.12
41	Allocation of sufficient periods for teaching Islamic Studies	3.16	0.98
42	Reduced class sizes for the teaching	3.27	0.98
43	Willingness on the part of parents to provide their children with necessary materials for teaching and learning Islamic Studies	3.43	0.73
44	Qualified Islamic Studies teachers with knowledge of instructional materials required to teach Islamic Studies	3.43	0.88
45	Provision of adequate materials for participation during lesson	3.37	0.75
46	Dedication and commitment on the part of Islamic Studies teachers (preparation of lesson notes and selecting or improvising the appropriate instructional materials in teaching and learning.	3.43	0.80
Grand Mean ( $\bar{X}$ )		3.23	

Table 5 shows that the respondents agreed to all the strategies for enhancing teachers' utilisation of instructional materials for teaching Islamic Studies in the Ilorin metropolis. With means ranging from 3.16 to 3.53 and a Grand Mean of 3.23, the respondents generally agreed on all the strategies for enhancing teachers' utilisation of instructional materials for teaching Islamic Studies. With a Standard Deviation ranging between 0.72 and 1.12, it shows there is a close relationship in the responses.

#### Hypothesis Testing

Hypotheses 1 and 2 were developed based on research questions 1 and 2. The results related to the hypotheses formulated for the study are shown in the tables below. Only hypothesis one was tested at the 0.05 level of significance.

Ho<sub>1</sub>: There is no significant gender difference in the extent of teachers' utilisation of instructional materials in the teaching of Islamic Studies in secondary schools in the Ilorin metropolis

**Table 6: T-test of Male and Female Teachers' Perceptions of their Perceived Extent of Utilization of Instructional Materials for the Teaching of Islamic Studies in Secondary Schools in Ilorin Metropolis**

Gender	N	X	SD	Df	T	Sig (2-tailed)	Remark
Male	198	40.58	5.74			.01	
				304	4.98		Rejected

Female	108	37.02	6.36
Total	306		

The results of the t-test analysis in the Tables above showed that there is no significant gender difference in the teachers' perception of the extent of utilisation of instructional materials for teaching Islamic Studies in the Ilorin metropolis. As shown in the table,  $df=303$ ;  $t=4.98$ ;  $p=0.01$ . Thus, the 0.01 level of significance resulting from a t value of 4.98 is less than the 0.05 alpha value. The null hypothesis is, therefore, accepted.

### Discussion of Findings

The findings on Table 2 reflects that 10 items out of the 14 items on the extent of availability of instructional materials were available. These include: chalkboard, kettles, and copies of Qur'an, mosques, pictures, computers, radio programs, models, maps, and compass. Four of the listed items were not available and these include flip charts, audio tape players, overhead projectors and video tape players. This finding supported the submissions of Sulaiman (2013) and Dhakal (2017) that teachers of Islamic studies make use of instructional materials in teaching. It however contradicted Ogaga, Igori and Egbodo (2016) who submitted that Nigerian teachers had no access to a wide variety of instructional materials to teach. Most of the schools have instructional materials for teaching Islamic studies in Ilorin metropolis except few materials like flip charts, audio tape players, projectors, video tape players and overhead projectors which are not readily available.

It is however worthy of note that the instructional materials that are available are mostly the traditional, community-based ones. Except for the computer and the compass, other materials are traditional materials that form part of the day-to-day usage of Muslims. They do not require a special and deliberate effort to make even though they are good instructional materials that aid teaching of Islamic Studies in no small measure. This justifies the position of Sulaiman (2013) that instructional materials are not new in Islam. The Prophet, throughout his mission employed the use of instructional materials to teach his companions. On the other hand, all the instructional materials that are not available are the modern technology-driven materials that require deliberate effort to make them useful as instructional materials for teaching Islamic Studies in secondary schools. This might not be unconnected with the fact that many of the Islamic Studies teachers are products of the traditional *Islamiyyah* schools and are unable to adapt completely to the modern systems.

Findings on table 3 reveals that 9 items out of 14 items on the extent of utilization of instructional materials for teaching Islamic Studies in Ilorin metropolis, are being adequately used. These include kettle, chalkboard, mosque, Qur'an, computers, pictures, radio programmes, models and maps. Five of the items are not being adequately used and they include compass, flip charts, audio tape players, overhead projectors and video tape players. This shows that teachers of Islamic studies make use of instructional materials for teaching in Ilorin metropolis. The finding supported the view of Owoyale-AbdulGaniy (2020) which submitted that senior secondary school teachers and students of Islamic studies used instructional materials in teaching and learning in Kwara State. The availability of the materials justifies the usage as they are readily available.

It is also worthy of note, here too, that the instructional materials that are not adequately utilized are the modern technology-driven instructional materials. The inadequate use of compass, flip charts, audio players, overhead projectors and video players suggests that the

Islamic studies teachers are not moving with modern technology in the choice of instructional materials. The kettles, chalkboard, copies of Al-Qurán, pictures and mosques are traditional instructional materials and need to be supported with modern ones. This is the view of Busari (2018) when he observed that despite the technological advancement, very little transformation has occurred in the process of teaching in Islamic Studies with the available ICT gadgets not readily accessible. Some of the challenges facing the usages of instructional and multimedia materials are enumerated by (Owoyale-AbdulGaniy & Yahya, 2022). include: Inadequate awareness whereby some school administrators and Islamic Studies teachers are not exposed to the use of multimedia opportunities to teach the subject; lack of ICT skills by the Islamic Studies teachers who are expected to be the instructors; lack of funds to procure the necessary multimedia materials; · unavailability of e-library, ICT rooms, up-to-date instructional and multimedia materials, and Internet facilities in many schools in Nigeria.

The Islamic Studies teachers feel comfortable with the system they passed through. For that reason, they do not see the need to update their teaching methods. This affects their quest and enthusiasm to source for and use modern instructional materials. They depend essentially on community-based materials. This was precipitated by the fact that this region is Muslim – dominated. Community-based instructional materials have always been readily available. Much of the contents of lessons are already being put into practice daily. This, however, should not be an excuse not to move with the modern trends in pedagogical skills. There will always be better ways to improve teaching and facilitate better student understanding. More so, they may find themselves, in future, in areas where Islam is not a popular religion being practised in the locality. Teaching in such areas will require the display of a high level of competence and teaching skills to make the subject appealing to the students and make understanding easier. And, of course, this requires the use of modern instructional materials.

The study revealed that among important challenges facing teachers' utilisation of instructional materials for teaching Islamic Studies are lack of special incentives (such as in-service training, study leave allowance, etc.), unwillingness on the part of parents to provide their children with necessary materials; inadequate provision of materials; too large classes unmanageable for teaching. This is supported by Busari (2018), who also identified parental factors, insufficient period allocation for Islamic Studies and problems with instructional materials, among others, as challenges facing effective teaching and learning of Islamic Studies. As these factors affect all subjects being taught in Nigerian schools, it is understandable that they affect teachers of Islamic Studies too.

The respondents did not agree that teachers' factors like low quality and lack of dedication and commitment on the part of the teachers are among the important challenges facing effective utilization of instructional materials. This may be better confirmed when views of other stakeholders in education are sought. The response might be a cover-up from the Islamic Studies teachers who might not want to exposes their own deficiencies. The result contradicts Ismail (2018) who opined that lack of adequate professional training and development as well as lack of dedication and commitment on the part of the teachers are among the challenges facing the teaching of Islamic Studies in Nigeria. Commitment is one of the serious problems bedevilling the educational sector in Nigeria. Some of the Islamic Studies teachers lacked commitment towards the discharging of their responsibilities in their primary assignment (Ahmad 2014). He concluded that the staff teaching at primary, post primary and higher levels are in need of more professional trainings to enable them perform more credibly and wonderfully. The capacity of the teachers should be enhanced by giving them more trainings on the job. They will be able to have better skills and techniques as well as methods

of teaching and lecture delivery.

Furthermore, the study revealed the followings as strategies to further improve teachers' utilisation of instructional materials for teaching Islamic Studies in secondary schools: adequate Islamic Studies textbooks; adequate provision of materials for teaching Islamic Studies; special incentives (such as in-service training, study leave allowance and others in teaching and learning); allocation of sufficient periods for teaching Islamic Studies; reduced class to manageable sizes for the teaching; willingness on the part of parents to provide their children with necessary materials for teaching and learning Islamic Studies; as well as provision of adequate materials for participation during lesson.

The study showed that there is a significant gender difference in the views of teachers of Islamic studies on the availability and utilisation of instructional materials for teaching Islamic Studies. This is supported by Aisha (2020), who observed that a significant difference was found between the responses of male and female teachers on instructional materials available for teaching Islamic studies in junior secondary schools in Kaduna State. This may be explained by the fact that females' access to ICT and modern technology is comparatively less than that of males. In addition, the strength and time to source for or improvise instructional materials is comparatively low in females compared to their male counterparts. Domestic responsibilities are among many other factors that may not allow females to source and use materials outside the locality.

### **Conclusion**

The study investigated the availability and utilisation of instructional materials for teaching Islamic Studies in secondary schools in the Ilorin metropolis. Findings from the study revealed that traditional instructional materials are available in abundance and are being adequately utilised. Modern, technology-driven instructional materials were, however, not much available and are consequently not utilised.

### **Recommendations**

1. Education stakeholders should make instructional materials available for the use of teachers and students for enhanced teaching and learning.
2. Islamic Studies teachers should make adequate use of the instructional materials available and endeavour to improvise where necessary.
3. Parents should strive to provide their children with learning materials that will ease their learning.
4. Secondary school owners and administrators should ensure proper incentives to the teachers of Islamic Studies to boost their morale and strengthen their interest in using the available instructional materials.
5. School authorities and other educational stakeholders should ensure regular in-service training for the teachers on the need and use of instructional materials.

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