



# Impact of Information Communication Technology on Teaching and Learning of Christian Religious Studies in Tertiary Institutions Programme Implementation in Federal Capital Territory, Abuja Nigeria

**Iroegbu Samuel Enyioma Ezechimere, PhD**

Department of Christian Religious Studies, Taraba State University, Jalingo, Taraba State, Nigeria  
samuelenyioma@roegbu@gmail.com

**Mtar Benjamin Nongoamo**

Department of Christian Religious Studies FCT College of Education Zuba Abuja  
benjaminmtar@gmail.com

**Deborah Jegede Oluwaseun**

Department of Art Education, University of Abuja Nigeria  
samuelenyioma@roegbu@gmail.com

## Annotation

The paper assessed the impact of ICT on teaching and learning of Christian religious studies in tertiary institutions in FCT, Abuja, Nigeria. The study adopted correlational survey design for the study. Two research questions and two hypotheses guided the study. The population of the study comprised of academic staff and students in the two selected institutions in FCT. The sample for the study consisted of 180 academic staff and students in the department of CRS using Taro Yamen's formula. Proportionate stratified random sampling was used to select the number of academic staff and students in the selected institutions. Questionnaire was used for data collection. One instrument was used namely: ICT for teaching and learning of CRS questionnaire (ICTTLCRSQ) was used for data collection. 4-Likert scale. A 4-point Likert-type scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) and it contained 24 items. The overall internal consistency reliability co-efficient index of the instruments obtained through cronbach alpha method was 0.97. Frequencies and simple percentages were used to analyze the total number of respondents who completed the questionnaires. Pearson Product Moment Correlation was used to test all the two hypotheses. The 0.05 level of significance was used in rejecting or retaining the null hypotheses. The study disclosed that there was positive relationship between ICT and teaching and learning of Christian religious studies in tertiary institutions in FCT. The study also revealed that there was significant relationship between ICT and Christian religious studies researches in tertiary institutions in Abuja. Based on the findings, the paper recommends that.

**Keywords:** Christian Religious Studies, Information Communication Technology.



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## 1.0 Introduction

Tertiary education is any postsecondary institution of learning that awards a degree, diploma, or certificate of higher studies. The goal of higher education in Nigeria is designed towards advancing Nigeria's economic growth and global competitiveness through the provision of accessible, relevant, high-quality education in our Tertiary Education Institutions and to constantly attract, develop and graduate competent, knowledgeable and talented individuals from our Tertiary Education Institutions (Akinyemi, 2013). Tertiary education constitutes the university, which is a subset of higher education. However, in some contexts, higher education and tertiary institutions are used interchangeably (Assié-Lumumba, 2005). Tertiary education is a planned and organized educational system designed for the total development of men/women and for the total transformation of society through the utilization of teaching, research and provision of community service (Ogunode, Edinoh, & Okolie, 2023).

Nigerian tertiary institutions offered a lot of academic programme that includes Christian's religious studies. For instance, in the Universities in Nigeria, the degree programme is known as Education Religious Studies and the degree in view is B.A. (Ed). Religious Studies and the Philosophy and objectives of the Religious Studies includes;

1) to prepare and produce graduates of education who are knowledgeable in the major religious traditions commonly practiced in Africa, namely Christianity, Islam and Traditional Religion and other world religions.

3) To equip the products of the programme with knowledge and skills in preparation for employment as teachers of Religious Studies within the Nigerian Education System. The teaching and learning of Christian's religious studies is aided by different resources such as information communication technology.

Orji (2014) (ICT) also known as Information Technology (IT) comprises all devices and principles involved in information processing as well as electronic communication. It includes all hardware and software needed for information processing as well as in teaching and learning. According to Okoye (2005) Information and Communication Technology (ICT) is the use of electronic means to collect data, process, store, retrieve and make available different types of message to anybody seeking to use it, anything, any how and anywhere in the world, for the pursuance of national economic advancement.

Ezeugo (2010) defined Information and Communication technology (ICT) as: convergence or combination of micro-electronics, computers (hardware and software) and telecommunication for acquiring, processing, storing of huge amounts of information and the rapid dissemination of vocal, pictorial, textual and numeric information. Orji (2014) ICT is simply put as the use of computers and telecommunication equipment in capturing, processing, storing and dissemination of information. It is also seen as the science of information processing which deals with the use of computers, and other electronic devices to collect, process, store, retrieve and transmit or disseminate information to any part of the world.

Orji (2014) observed that in teaching and learning endeavour, ICT tools which are integral part of the required educational media could play vital role in creating such a conducive learning environment and facilitating effective teaching and learning. ICT comprises technological devices which help in transforming the process and method of teaching and learning including school

administration and practice which are key issues in our quest for quality service delivery in education. Just as in other educational media, ICT is an electronic medium through which the contents of the lesson could be communicate effectively to the learners.

**Purpose of the study**

The objectives of this study is to assess the impact of ICT on teaching and learning of Christian religious studies in tertiary institutions in FCT, Abuja, Nigeria. Specifically, the study is aims

1. To find out the impact of ICT on teaching and learning of Christian religious studies in tertiary institutions in FCT, Abuja, Nigeria.
2. To find out the impact of ICT on Christian religious studies researches in tertiary institutions in FCT, Abuja, Nigeria.

**Research Questions**

The following research question were formulated to guide the study;

1. What is the impact of ICT on teaching and learning of Christian religious studies in tertiary institutions in FCT, Abuja, Nigeria?.
2. What is the impact of ICT on Christian religious studies researches in tertiary institutions in FCT, Abuja, Nigeria?.

**Method**

The study adopted corelational survey design for the study. Two research questions and two hypotheses guided the study. The population of the study comprised of academic staff and students in the two selected institutions in FCT. The sample for the study consisted of 180 academic staff and students in the department of CRS using Taro Yamen’s formula. Proportionate stratified random sampling was used to select the number of academic staff and students in the selected institutions. Disproportionate stratified random sampling was used to select the number of academic staff and students. Questionnaire was used for data collection. One instruments was used namely: ICT for teaching and learning of CRS questionnaire (ICTTLCRSQ) was used for data collection. 4-Likert scale. A 4-point Likert-type scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) and it contained 24 items. The instrument was face validated by three experts: Two in department of CRS of University of Abuja Nigeria. The overall internal consistency reliability co-efficient index of the instruments obtained through cronbach alpha method was 0.97. Frequencies and simple percentages were used to analyze the total number of respondents who completed the questionnaires. Pearson Product Moment Correlation was used to test all the two hypotheses. The 0.05 level of significance was used in rejecting or retaining the null hypotheses.

**Data Analysis**

**H01:** There is no significant relationship between ICT and teaching and learning of Christian religious studies in tertiary institutions in FCT, Abuja, Nigeria

**Pearson Product Moment Correlation statistics on relationship between Inflation and teaching programme of tertiary institutions**

**N250**

Variable	S	MD	R	df	P
ICT	41.99	12.41	0.512	329	0.008
Teaching and learning of Christian	25.13	3.57			

religious studies					
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Correlation is significant at the 0.05 level (2-tailed  $r=0.512$   $p=0.008$ )

Table 1.1 is a Pearson product moment correlations analysis aimed at finding relationship between ICT and teaching and learning of Christian religious studies in tertiary institutions in FCT, Abuja,. The Results revealed that significant relationship exist between ICT and teaching and learning of Christian religious studies in tertiary institutions in FCT, Abuja, This is because the calculated p value of 0.008 was found to be lower than the 0.05 alpha level of significance at a correlation index value of 0.512. This implies that ICT deployment of ICT for teaching and learning of Christian religious studies in tertiary institutions have aided smooth implementation CRS curriculum in the sampled tertiary institutions in the territory. Therefore, the null hypothesis which stated that, there is no significant relationship between ICT and teaching and learning of Christian religious studies in tertiary institutions in FCT, is hereby rejected.

**H02:** There is no significant relationship between ICT and Christian religious studies researches in tertiary institutions in FCT, Abuja, Nigeria.

**Pearson Product Moment Correlation statistics on relationship between ICT and Christian religious studies researches in tertiary institutions**

**N250**

Variable	S	MD	R	Df	P
ICT	41.99	12.41	0.452	329	0.004
Christian religious studies researches in tertiary institutions	24.18	0.462			

Correlation is significant at the 0.05 level (2-tailed  $r=0.452$   $p=0.004$ )

Table 1.2 is a Pearson product moment correlations analysis aimed at finding relationship between ICT on Christian religious studies researches in tertiary institutions in FCT, Abuja. The Results revealed that significant relationship exist between ICT and Christian religious studies researches in tertiary institutions in FCT, Abuja. This is because the calculated p value of 0.004 was found to be lower than the 0.05 alpha level of significance at a correlation index value of 0.452. This implies that ICT application for researches in CRS have helped both lecturers and students to carry out their researches very fast. Therefore, the null hypothesis which stated that, there is no significant relationship between ICT and Christian religious studies researches in tertiary institutions in FCT, Abuja, is hereby rejected.

**Findings**

The study revealed that there is positive relationship between ICT and teaching and learning of Christian religious studies in tertiary institutions in FCT. The study also disclosed that there is significant relationship exist between ICT and Christian religious studies researches in tertiary institutions in Abuja.

**Discussion of findings**

The study revealed that there is positive relationship between ICT and teaching and learning of Christian religious studies in tertiary institutions in FCT. This result collaborates with the findings of .....that found out that ICT supported the implementation of CRS curriculum in the

universities. Ofojebe, Chukwuma and Aniekwe (2011), ‘although ICT makes teaching and learning easy by encouraging self-discovery learning, most problem encountered in its application are inadequate ICT provisions including non-availability of ICT infrastructural and re-sources, poor orientation of both students and teachers as well as poor maintenance culture’. The above limitations are common in our educational sector, especially in secondary school where non-availability of steady power supply poses the greatest challenges in the application of ICT facilities towards achieving the set objectives.

The study also disclosed that there is significant relationship exist between ICT and Christian religious studies researches in tertiary institutions in Abuja. Victor and Faga (2015) and Nwokede and Sani (2009) ICT, it enables the researcher to have discussion group with other researchers in his chosen area of study. Once a group is formed, all that the researcher needs to do is to post plea for ideas on his or her research topic on a “notice board” in the website. Having so many people out there, you will be surprised at the different ideas and suggestions that will come your way within split seconds. Hence the internet has become an invaluable tool for learning, teaching and research. However, as excellent and important the computer is, it has not really gained its root in our Nigerian schools, let alone the entire society. Its impact is not strongly felt by all, especially by our students. ICT supported collection of data, computation of data, review of literature, data analysis and interpretation ( )

### **Conclusion and Recommendations**

The objectives of this study was to assess the impact of ICT on teaching and learning of Christian religious studies in tertiary institutions in FCT, Abuja, Nigeria. The study after the analysis of the data disclosed that there was positive relationship between ICT and teaching and learning of Christian religious studies in tertiary institutions in FCT. The study also revealed that there is significant relationship exist between ICT and Christian religious studies researches in tertiary institutions in Abuja.

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