

INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



Teachers Preference on Application of Audio-visuals in Teaching Islamic Religious Studies in Secondary Schools: A Case Study of Katsina Metropolis, Nigeria

Tahir Abdulrahman Abubakar, Abdul-Hakim Abdullah, Auwalu Rabi'u Ali, Zainab Muhammad Kabir

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v8-i4/4058>

DOI:10.6007/IJARBSS/v8-i4/4058

Received: 25 Feb 2018, **Revised:** 27 Mar 2018, **Accepted:** 15 April 2018

Published Online: 18 April 2018

In-Text Citation: (Abubakar, Abdullah, Ali, & Kabir, 2018)

To Cite this Article: Abubakar, T. A., Abdullah, A.-H., Ali, A. R., & Kabir, Z. M. (2018). Teachers Preference on Application of Audio-visuals in Teaching Islamic Religious Studies in Secondary Schools: A Case Study of Katsina Metropolis, Nigeria. *International Journal of Academic Research in Business and Social Sciences*, 8(4), 737–754.

Copyright: © 2018 The Author(s)

Published by Human Resource Management Academic Research Society (www.hrmars.com)

This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

Vol. 8, No. 4, April 2018, Pg. 737 - 754

<http://hrmars.com/index.php/pages/detail/IJARBSS>

JOURNAL HOMEPAGE

Full Terms & Conditions of access and use can be found at
<http://hrmars.com/index.php/pages/detail/publication-ethics>

Teachers Preference on Application of Audio-visuals in Teaching Islamic Religious Studies in Secondary Schools: A Case Study of Katsina Metropolis, Nigeria

Tahir Abdulrahman Abubakar¹, Abdul-Hakim Abdullah², Auwalu Rabi Ali³, Zainab Muhammad Kabir⁴

^{1,2}Faculty of Contemporary Islamic Studies, Universiti Sultan Zainal Abidin (UniSZA), Gong Badak Campus, 21300 Kuala Terengganu, Terengganu, Malaysia, ³ East Coast Environmental Research Institute (ESERI), Universiti Sultan Zainal Abidin (UniSZA), Gong Badak Campus, 21300 Kuala Terengganu, Terengganu, Malaysia, ⁴Department of Education, Al-Qalam University, Katsina, Katsina State, Nigeria

Abstract

Islamic Religious Studies (IRS) is among the subjects offer at primary, secondary and tertiary schools in Nigeria education system. It is given less priority compared to other disciplines such as science and management regarding the method employed by teachers while given instructions in the classroom. The aim of this paper is to determine the teachers' prospects in the application of audio-visual aids in teaching of Islamic Religious Studies in Secondary Schools. Two hundred and sixty two teachers were invited to participate in the present study. The survey involved the use of questionnaire, which contained two parts. The first part collects the respondents' demographic information, while the second part contains information regarding the application of audio-visual aids. Descriptive statistics and Chi-Square were the statistical tools used to analyze the data using SPSS version 20. From the result obtained, teachers have preference in using audio-visual aids to teach IRS. Also, lack of audio-visual aids in schools is among the problems highlighted for teaching IRS. Teachers were encouraged to improvise the audio-visual aids when necessary. Community members, parent associations, teachers were encouraged to give their dedications for the success of teaching IRS. Gender was found to have significant association with adaptation for audio-visual aids and reason for chosen the desired audio-visual aids to teach IRS. No significant association was found between gender and the different teaching methods. It was concluded that, audio-visual aids are vital in improving the understanding of IRS. Audio-visual aids such as projector, power point were recommended for use in the teaching of IRS in secondary schools.

Keywords: Audio-Visual Aids, Islamic Religious Studies, Secondary School Teachers

Introduction

Islam as the religion of mankind accorded greater importance to the quest of knowledge and education. The holy Quran as the divine book is first revealed the notion toward the intellectual development of mankind thereby conforming man to the true service of God as the creator and sustainer. The first five verses in the history of revelation in Islam is completely the introduction of integrated education as the verses contained collectively the entire elements of education. Thus, education is the starting point of every human development and is the only light that shows the mankind the right direction to survive (Khan, 1985). Therefore, if schools system and its activities fail to become relevant with trends of the contemporary period, then the learning cannot achieve to its target height. In this case, the teachers as masters in their classrooms plays important role in making the learning process interesting and enjoyable. Thus, the system had to be adjusted and make learning process interesting to the students thereby motivating them rather sending them away from the schools since the system is boring. Through the application of audio-visuals, the education should become fun and thrill to the students because such devices attract them to read longer without feeling of being burden and boredom (Damodharan & Rengarajan, 2007). In short, the primary purpose of education is not merely to make students literate but to add in them the ability to think and analyze the real life situation with high sense of spiritualism and rationalism. The means of education in this Islamic system is also to generate desirable qualities that will motivate humans to goodness (Yasin & Mohd, 2013). The Muslim education should seek to apply the effective and innovative teaching trends in schools through integrated methods that seem paramount in order to face the contemporary digital students' era and rapid technological education system of the 21st Century.

The renaissance that the modern technology brought made the contemporary youth more media-centric than in the previous periods. Consequently, many views held the brains of contemporary youth have indirectly addicted by wasting thousands hours in the use of computer screens thereby spending recklessly on watching movies and playing games at the expense of recitation of holy Quran and or learning the religious rituals. The contemporary youth are by their present characteristics behaving digitally than the primitive system of learning that is why many writers have described the present students as digital students or the digital generations (Grabe et al., 2008). The contemporary digital students and the digital system of learning have great effects specifically in teaching and learning the subject of Islamic Religious Studies and how the system influence both the teachers and these Muslims students.

Audio-visual aids are the valuable tools through which modern learning aids can be integrated into the curriculum of Islamic studies technically to achieve the learning objectives. Such electronic learning materials that the teachers use in teaching subject of sciences can also helpful in the teaching of various topics of Islamic studies especially the aspects of *Ibadah* (worship) and moralities (Adeniyi, 2001). The Islamic studies teachers have under this system are on the advantage to manipulate the primitive system of learning the religion and enhance the motives of these digital oriented students to achieve the teaching objectives to the maximum. The digital students trained in this system are much relevant in the present generation when compared with those trained in the traditional education system (Grabe et al., 2008). However, audio-visual aids in learning the science of qiraat (recitations), tarbiyyah (moralities) and those leadership skills guided by Islam can be helpful because only through these the practical skills can be acquired. However, the Islamic studies teachers need to make some adjustments on how the subject

should be taught in order to make it competitively relevant. Audio-visual aids are the interactive tools that combine a variety of elements, including text, graphics, audio, video and animation that able to arouse students' interest. Most students are not only auditory or visual learners, but also multi-sensory learners. Audio-visual aids have the ability to capture the attention of the learners because they address a variety of learning style.

The contemporary generations of students are expected to use digital media devices in their daily lives, so as to enable the learning of religion become integrated with the modern technology. These devices have great benefits in learning since the real world can be applied into the classroom experiences in order to make teaching more relevant (Grabe et al., 2008). The Knowledge acquired by the secondary schools students based on nice subtleties and electronic medium of discussions have simply attract these students to learn excellently and plays upon words to achieve the purpose of education practically. The sole object in this system is to sharpen the intellect with useful knowledge anchored with morality. Thus, these technological aids can be coordinated using the Islamic guided principles of teaching and learning. The efforts of various commission and committees attest the stated fact. The greatest obstacle faced in this connection was to make teaching directly related to life and thus meaningful. It was observed that the present complex structure of Muslim society is not possible to place the learners in the real situations to get direct experience unless the practical and workable forms of audio-Visual aids are applied. Consequently, the teaching in the Muslim schools would be made real and meaningful because the use of modern audio/visual aids like films, maps, models and tape recordings etc. made the process very friendly (NERC, 2004). It is however noted that, a number of Islamic Religious Studies did not use the audio-visual materials in their teaching and this makes teaching unattended and boring to the students (Olawale, 2013).

The Relevance of Audio-Visual Materials in Teaching Islamic Studies

The origin of audio-visual materials in the history of Islamic education can be traced back to the time of Prophet Muhammad (S.A.W) during the early mission of Islam. The available learning resources during that period were scribes, flat bones, leaves of date-pall and bark of trees. As soon as the passage of the Holy Qur'an began to revealed, the Prophet Muhammad (PbuH) use to assign the designated scribes to write it down on these available materials (Dauda, 2002). It is in this way that all the portions of the Holy Qur'an were written and preserved until during the first Caliphate the compilation of the entire text took place under Caliph Abubakar as-Sidiq, Umar (RA) and completed in the Uthman (RA) era. These available aids used during the revelation period can be regarded the earlier improvisation in the affairs of learning and teaching in Islam. The modern technologists traced the history of technology aids in teaching and learning since the early period of Islam which referred to as the 'Stone Age.' The stones were, used as matches, flat bones; stones, date-palm, leather and bark of trees formed the audio-visual materials for the study and memorization of the holy Qur'an then instead of lap-tops, computer, radio, projected media which are now available. After the death of Prophet Muhammad (S.A.W), there was advancement in the availability of writing materials (Dauda, 2002). Moreover, it can also be understood that the teaching/learning with audio-visual aids is not a new phenomenon in Islam but a supportive medium during the early period of Islam that is used in the process of imparting knowledge to the early Muslim believers.

Henceforth, the afore-mentioned materials used are being replaced with the electronic instruments and devices that are more accurate and consisting towards the perfect improvisation of teaching and learning process. The use of computerized method and materials becomes the common trend in teaching varieties of aspects in the classroom which Islamic knowledge is not in exception since the subject also requires practical approach in its quest. The choice of the relevant aids to facilitate teaching of Islamic religious knowledge (IRS) is largely depends on the description of topic to be teach because, the nature of knowledge in Islam entails more than mere information but requires demonstrative manner. In Islamic Religious Studies, some of the themes from which different topics could be derived include: *Tawhid, Tajwid, Fiqh, Tahdhib, Sirah or Tarikh and Hidayah*.

Research Questions

1. What are the teachers' preferences regarding using audio-visual aids in teaching Islamic Religious Studies?
2. What are problems that may be encountered while using audio-visual aids in teaching Islamic Religious Studies in Senior Secondary Schools?
3. What are the possible solutions to the problem highlighted in item 2 above?
4. Is there any significant association between gender of respondents and the following variables?
 - i. Adaptation for Audio-visual Aids.
 - ii. Reason of Chosen the Desired Audio-Visual Aids.
 - iii. Different Teaching Method.

Objectives of the Study

1. To determine the teachers' preferences regarding various types of audio/visual aids in teaching Islamic Religious Studies in Senior Secondary Schools.
2. To determine the problems associated with the application of audio-visual aids in teaching IRS.
3. To find the possible solutions to the problems in item two (2) above.
4. To find the significant association between gender and certain variables.
 - i. Adaptation for audio-visual aids.
 - ii. Reason of chosen the desired audio-visual aids.
 - iii. Different teaching method.

Hypotheses of the Study

1. There is no association between gender and adaptation of audio-visual aids
2. There is no association between gender and the reason of chosen the desired audio-visual aids.
3. There is no significant association between gender and different teaching method.

Materials and Method

This study was totally survey type regarding the use of questionnaire to gather teachers' opinion about the use of audio-visual aids in teaching Islamic Religious Studies in Senior Secondary Schools. It was carried out among the Senior Secondary School teachers' at Katsina metropolis

during the month of June-September 2017. Katsina State has a total 242 Senior Secondary Schools including Public (160), Private (28), and others/Community (54). Teachers' enrolment in the Public schools by gender is male (1732) and female (302). The enrolment of teachers in Private and Community Schools is not available. However, for the purpose of the present study, only secondary schools in the Katsina metropolis were considered. There are 51 Public Schools in the Katsina metropolis with a teacher ratio of 718 (male) and 191 (female). The detail is available on Table 1.

Furthermore, the Krejcie and Morgan Table of sample estimate guided the selection of the respondents. According to the Table, 274 respondents are needed for a sample below 950. For that reason, two hundred and seventy-five teachers were invited to participate in the present study. A total of two hundred and fifty-six (93.09%) teachers successfully completed the survey and their responses were analyzed.

Table 1: Population of the Respondents

Ownership	Sen. Sec Schools (SSS)	SSS Teachers (Katsina State)		SSS (Katsina Metropolis)	
		M	F	M	F
Public	160	1732	305	718	191
Private	28	NA	NA	NA	NA
Community	54	NA	NA	NA	Na
Total	242		2037	909	

Source: 2009 Annual School Census



Figure 1: Map of the Study Area

The teachers were asked to complete the survey questionnaire, which was adapted from Mohan et al., 2010. The questionnaire consists of two parts. The first part of the questionnaire collected demographic information regarding the gender of the respondent and the type of school that s/he is teaching as the whether it is public or private school. The second part of the questionnaire consisted of 10 statements regarding audio-visual aids. The teachers were asked to answer legibly and to encircle the appropriate answers wherever required. No personal identifying information was obtained. The teachers were informed that their participation in the study was voluntary. The questionnaire was pretested among Senior Secondary School teachers of Islamic religious Studies that were not part of the study sample and the collected data for the pilot study was used to assess the reliability of the questionnaire. The responses of these teachers were not included in the final analysis. Using the Chi- Square test did the comparison of the preferences of visual aids with respect to gender, and type of school. P values < 0.05 were considered to be statistically significant. The data was analyzed by using the Statistical Package for Social Sciences (SPSS), version 20.

Table: 2. Demographic Information of the Respondents

Item	Variable	Frequency	(%)	Total
Gender	Male	180	68.7	262
	Female	82	31.3	
School Type	Government school	137	52.3	262
	Private school	90	34.4	
	Community school	35	13.4	
Location	Urban	192	73.3	262
	Rural	70	26.7	

In the present study, a total of two hundred and sixty two respondents returned the questionnaire and their information regarding their biographic data coded. Their response on the survey instrument was considered as the data for the study. From the total sample that participated fully in the survey exercise, 68.7% (N = 180) were male, 52.3% (N = 137) were teaching in Government School. Moreover, majority (73.3%, N = 192) of the respondents were from the urban area. The respondents' characteristics were summarized in Table 2.

Results

In the present study, the respondents involved both Islamic Religious Studies (IRS) teachers and teachers that are teaching other subject than IRS. From the collected responses, majority (87%) of the respondents are teaching IRS subject in Senior Secondary School (SSS). These teachers were presented with four different teaching methods of which majority (56.5%) prefer to apply classroom and demonstration method while teaching the students. The least on the list is field method with 10.3% (N = 27) of the teachers utilizing it as their prepared teaching method.

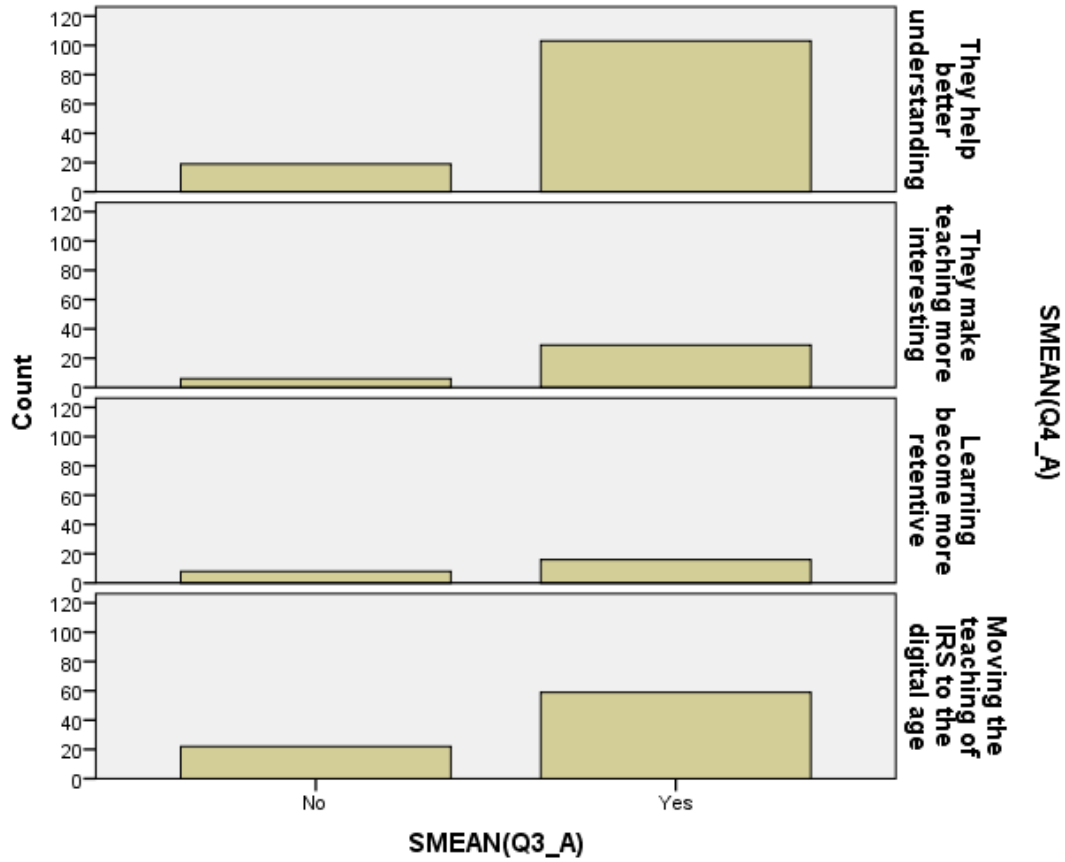


Figure: 2. Teachers' Belief and Perception on the Application of Audio-visual Aids in Teaching IRS

On the statement whether audio-visual aids can be utilize in teaching IRS in SSS, 79% agreed with the statement. In addition, 46.6% proofed that the audio-visual aids will help better understand the subject very well compared to other methods (Figure 2). However, only 9.2% believed that these audio-visual aids would help in making the learning more retentive.

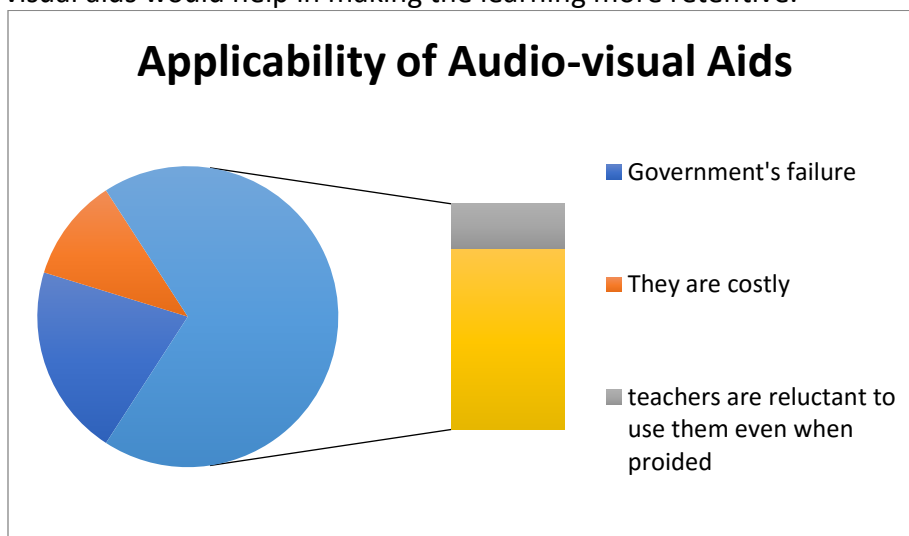


Figure 3: Audio-visual Aids Access

Furthermore, 59.5% encourage the use of audio-visual aids in teaching IRS. In addition, 70.6% of the respondents believed in teachers' improvisation of the audio-visual aids in teaching IRS (Figure 3) because they are scarce in school (54.6%) as illustrated in Figure 4. Also, 61.5% of the respondents agreed on applying a mix of different audio-visual aids (i.e., black board, overhead projector, and power point) during IRS class. They, (75.6%) also believed that governments' commitment, teachers' dedication, PTA, and community member's participation enhanced the teaching and learning of Islamic Religious Studies. 75.6% of the respondents agreed that both listening with audio-visual aids stimulates further reading of IRS. The full description of the result is presented on Table 3.

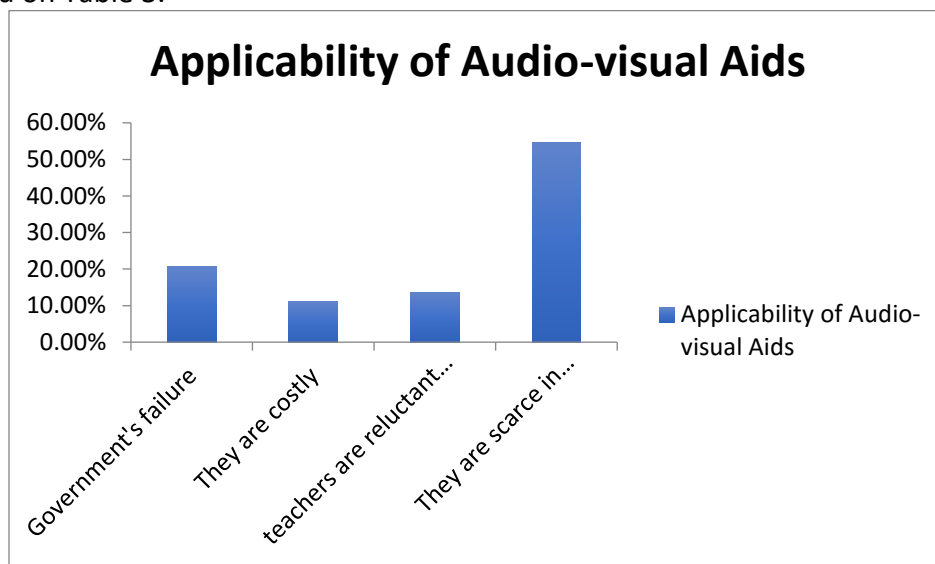


Figure 4: Applicability issues related to Audio-visual Aids in Teaching IRS

Table 3: Teachers' Responses on the use of Audio-visual Aids

Item	Statement	Response	N	(%)
1.	Are you Islamic Studies teacher?	Yes	228	87.0
		No	34	13.0
2.	What teaching method do you apply in teaching the students?	Classroom method	51	19.5
		Play-way method	36	13.7
		Field method	27	10.3
		Classroom and Demonstration method.	148	56.5
3.	Do you agree in the use of audio-visual aids in teaching Islamic Religious Studies?	Yes	207	79.0
		No	55	21.0
4.	If yes, why?	They help better understanding	122	46.6
		They make teaching more interesting	35	13.4

		Learning becomes more retentive	24	9.2
		Moving the teaching of Islamic religious Studies to the digital age	81	30.9
5.	Do you encourage the application of audio-visual aids in teaching Islamic Religious Studies?	Yes	156	59.5
		No	106	40.5
6.	Where the audio-visual aids to teach Islamic Religious Studies could be accessed?	School library	32	12.2
		Islamic libraries/centers	21	8.0
		Teachers' provision	24	9.2
		Improvisation	185	70.6
7.	Why audio-visual aids are still not widely applied to teach Islamic Religious Studies in secondary schools?	Government's failure	54	20.6
		They are costly	29	11.1
		Teachers are reluctant to use them even when provided	36	13.7
		They are scarce in schools	143	54.6
8.	Which of the audio-visual aid you prefer for use during teaching Islamic Religious Studies?	Black board	35	13.4
		Overhead projector	64	24.4
		Power point	2	0.8
		Mix of aids	161	61.5
9.	How do you think the application of audio-visual aids in teaching Islamic Religious Studies is enhanced?	Government commitment	21	8.0
		Teachers' dedication	25	9.5
		PTA and community members' participation	18	6.9
		All of the above	198	75.6
10.	Listening with audio-visual aids will stimulate further reading.	Yes	199	76.0
		No	63	24.0

With regards to gender, male teachers were significantly agreed that the use of audio-visual aids in teaching Islamic Religious Studies in Senior Secondary Schools ($p < 0.001$) than their female counterparts. The Pearson Chi-Square is 7.22 with a significance value of 0.007. The obtained significant value is well below the alpha level of .05 and therefore is significant. The minimum expected cell frequency was found to be 17.21 which is greater than 5, and therefore, it is confident that the main assumption of Chi-Square is not violated. It can be concluded that male teachers prefer the use of audio-visual aids in teaching IRS while the female did not show any preference for either yes or no, $X^2(1, N = 262) = 7.22, P < .05$. The result is presented in Figure 5.

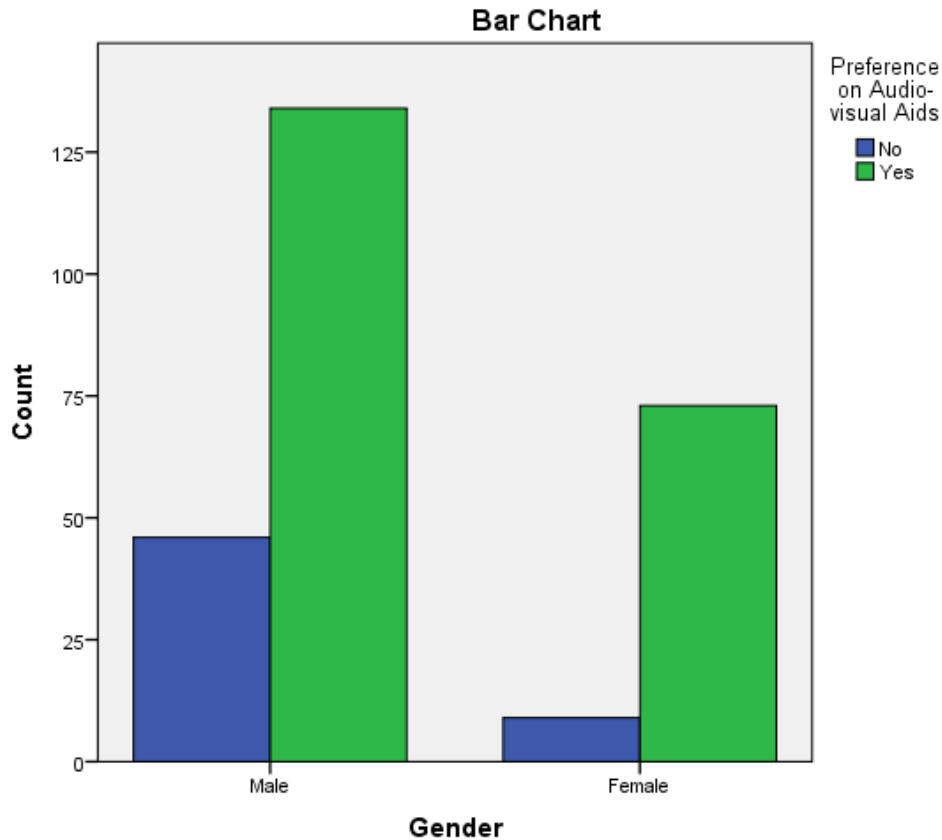


Figure 5: Adaption of Audio-visual Aids by Gender

Furthermore, for reason in choosing the audio-visual aids in teaching Islamic Religious Studies, the result of the Chi-Square is significant at 0.05. The obtained Pearson Chi-Square value is 22.21 with p value of 0.000 at 0.05 alpha values. The minimum expected cell value is 7.51, which is above 5. It assures that the assumption of Chi-Square is not violated. It is therefore, there is association in the reason for utilizing the audio-visual aids in teaching IRS with male teachers presenting the points that learning will become more retentive and it will move the teaching of IRS in to the digital age, $X^2 (3, N = 262) = 22.21$. The information is illustrated in Figure 6. A significant association was found between gender and the adaptation of audio-visual aids ($P = 0.000$).

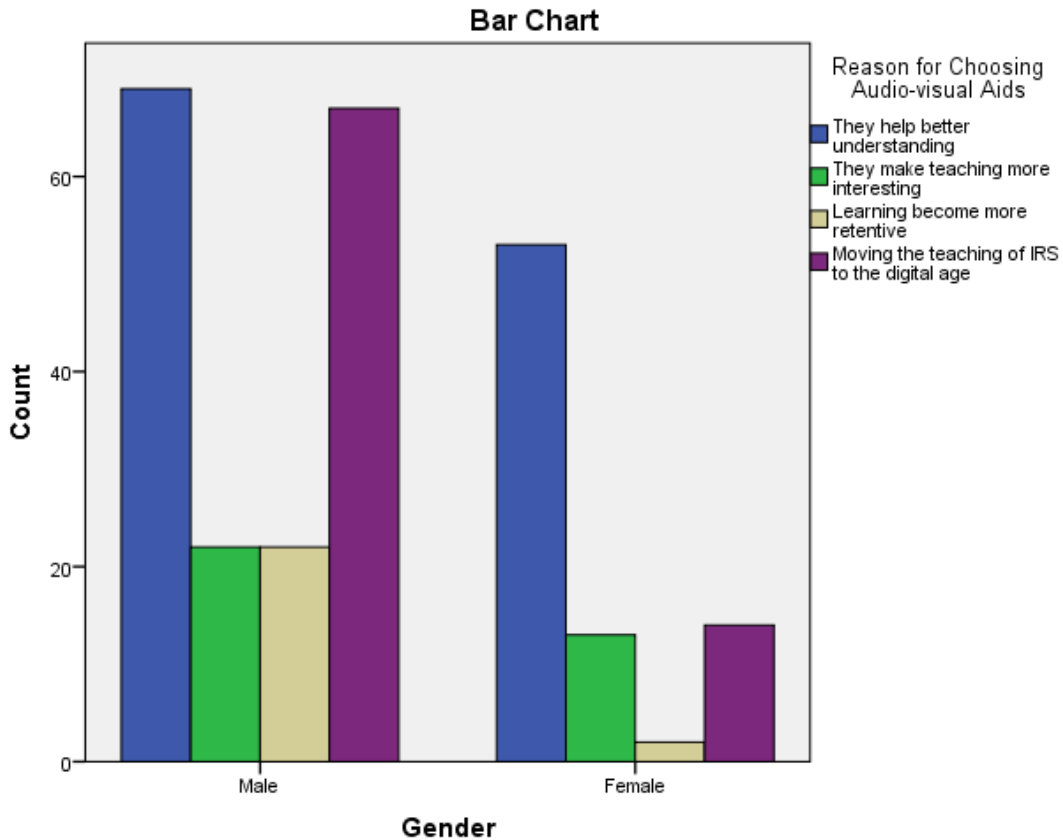


Figure 6: Reasons for Choosing of Audio-visual Aids in Teaching IRS

Moreover, in choosing the preferred teaching method in teaching the students, the result is also significant at an alpha value of 0.05. The obtained Chi-Square is 8.36 with P value of 0.039. The minimum expected cell value is 8.45, which is greater than the minimum cell value. It was indicated that, male teachers displayed more reasons than in choosing the desired teaching than their female counterparts, $X^2(3, N = 262) = 8.36$. The result is also presented in Figure 7. It is however, that the reason for chosen the desired audio-visual aids is associated with the gender of respondents ($P = 0.039$).

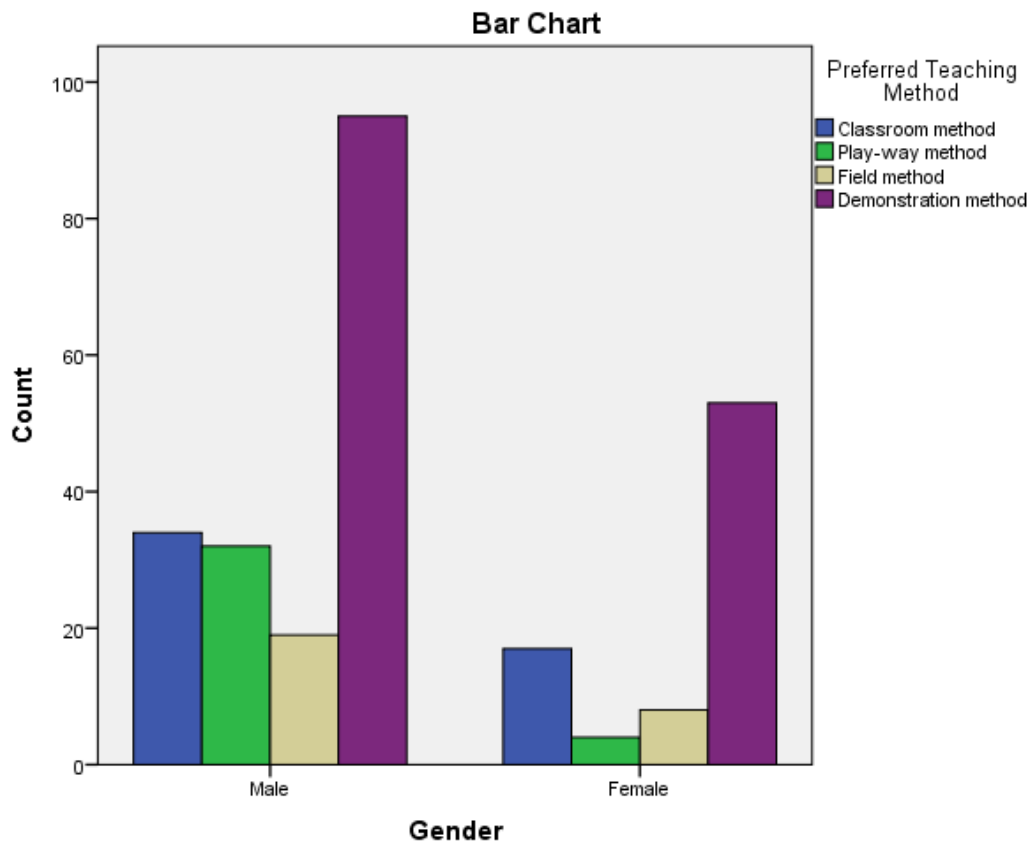


Figure 7: Different Teaching Methods

However, on the statement that which of the teaching methods teachers prefer in teaching IRS, there is no significant association in their preference. The obtained Pearson Chi-Square is 3.60 with P value of 0.31. This value is greater than the alpha level of 0.05. It shows that there is no significant association between gender and their preference to different teaching methods, $X^2(3, N = 262) = 3.60$. Both male and female equally prefer both black boards, overhead projector, power point, or mix of all the teaching aids. In addition, no significant association is observed between gender and different reasons on the non-application of audio-visual aids in teaching IRS, $X^2(3, N = 286) = 0.09$. It is concluded that there is no association between gender and the different teaching methods ($P = 0.31$).

Discussion

In Nigerian system of education, Islamic Religious Studies (IRS) subject is thought in both primary and secondary schools. The emphasis is to make the students most specially the Muslims followers to be religiously conscious. Students would be thought the basic Islamic knowledge in order to handle their affairs in a more acceptable manner. Likewise with the Christian brothers, they are thought Christian Religious Studies (CRS) to convey the same manner as the Muslims brothers do. Despite it's enamors important, it was given less priority compared to other disciplines like Science and other Management subjects. Less emphasis was given to the teaching of IRS in Senior Secondary Schools. The present study was presumed to finding of the *application*

of audio-visual aids in teaching Islamic Religious Studies in Senior Secondary Schools.

In the present study, majority (87%) of the respondents are IRS teachers. This will give the researchers in-depth information about the subject of discussion. Teachers from other disciplines were considered to give their opinion on the application of the audio-visual aids in the teaching of IRS, as it is a common practice in their disciplines. They can correlate the audio-visual aids' application in their discipline and that of IRS. A considerable percentage (13%) of other non-IRS teachers was involved. In addition, classroom and demonstration method is the preferred teaching method of the respondents. This is because, the IRS is a subject that deals with religious affairs and at times it needs demonstration after a lesson was taken from the classroom. For instance, in the performance of some basic Islamic obligatory act, it is more appropriate to demonstrate to the learner how to perform purify the body from dirty (*Taharat*), how to perform ablution (*Wudu'u*), how to perform prayer (*Solat*), and how to perform ritual birth (*Ghusl*). All the aforementioned can be fully learnt by the students with both classroom and demonstration methods. The use of demonstration method in teaching was since been implemented in science. Brueckner & MacPherson (2004) demonstration method yielded positive result in performance of first-year dental students. The importance of learning from demonstration was also supported by the findings of Argall et al. (2009), Davis et al., (2014), Bellocchi et al., (2014).

The present study also found that, the respondents agreed with the use of audio-visual aids in teaching IRS. This is an attempt to shun away from the traditional method of teaching to a modern teaching approach via the use different audio-visual aids such as overhead projector, power point and etcetera. This is line with the finding of Davis et al. (2014) where they proposed the use of modernized teaching method such as models and e learning among medical and anatomy students. According to the respondents, if the audio-visual aids were applied in teaching of IRS, they will help in better understanding of the subject. This finding is supported with the results of other studies (Mitchel & Surprise, 1994; Okwo, 1994; Osokoya, 2007; Fillmore, 2008; Owusu et al., 2010; Oladajo et al., 2011; Quarcoo-Nelson et al., 2012) where they found that students taught with audio-visual aids performed better than students taught with traditional teaching method. The audio-visual aids provide more concrete presentation of ideas and concepts, which were normally taught in an abstract form in most IRS classes. It is evident that audio-visual aids would help in better understanding of subject matter (Islamic thought) than taught with traditional method.

Moreover, from the result of the present study, the respondents (teachers) encouraged the application of audio-visual aids in teaching Islamic Religious Studies. Human-computer interaction is increasing tremendously. Government is putting more attention to this aspect in order to provide qualitative knowledge to its citizens. Audio-visual aids were found positive is fostering the academic achievement of students at different capacity. In a study conducted by Wijekoon (2016), he found that using the traditional method in teaching English Literature is less productive compared to teaching with the modern audio-visual aids. He therefore, suggested that it is necessary to implement the use of audio-visual aids in order to have a highly constructive learning environment.

Furthermore, majority of the respondents suggested that listening with audio-visual aids in teaching IRS would stimulate learning. It will facilitate the teaching process and enable teachers to engage their students to be more closely related and bound to some difficult Islamic topics such the *Battle of Uhud*, *Battle of Hudaibiyat*, and most issues related to conflicts (i.e., *Boko*

Haram Conflict), which can easily be learned through the use of audio-visual aids. The finding is related with that of Yunus et al. (2013). Similarly, participants prefer to use a mix of black board, projector, and power point while teaching in the class. The finding is the same with that of Mohan et al. (2010). According to them, the teaching will be more appreciated by the students thereby making them understand the subject very well.

However, it was found that the reason why audio-visual aids are not widely used to teach IRS is because they are scarce. This is one of the problems facing the application of audio-visual aids despite the inter-relationship between man and computer. According to Sahin & Seçer (2016), the problems encountered while using audio-visual aids includes curriculum design, technical constraints, and video selection. It was also found that, government commitment, teachers' dedication, Parent Teachers Association, and community members' participation would both enhance the application of audio-visual aids in the teaching of IRS. They added that, audio-visual aids for teaching IRS would be much available by improvisation.

Conclusions

The teachers' preference about the application of audio-visual aids in teaching Islamic Religious Studies is satisfactory. The result clearly showed the Islamic Religious teachers are in serious need on the modernization of IRS method and materials of teachings through the use of electronic gadgets like power point, overhead projector, computers and the likes. Some of the problems that are hindering the application of audio-visual aids in teaching IRS as highlighted by the result of the present study include lack of adequate audio-visual aids in the secondary schools in Katsina metropolis. Teachers were encouraged to improvise the audio-visual aids when needed that seem relevant with the IRS curricula. Teachers should be dedicated towards enhancing the use of audio-visual aids in teaching IRS. In addition, government, PTA and other community members should be committed to ensure the teaching of Islamic Religious Studies achieved success to the maximum.

Recommendations

The use of audio-visual aids in teaching Islamic Religious Studies (IRS) is duly recommended by the present study. It will make the teaching and learning environment favorable by both teachers and students. Meanwhile, teachers should be cautious about the type of instructional material (audio-visual aids) and make appropriate choice when delivering lessons to students. Other researchers should focus on the other aspects of audio-visual aids such as the use smart phones and computers in order to make the teaching and learning of IRS more relevant with the current trends of Information Technology age.

Acknowledgement

Special appreciation is owed to Universiti Sultan Zainal Abidin (UniSZA), Research Management, Innovation & Commercialization Centre (RMIC) UniSZA & Ministry of Higher Education Malaysia (MOHE).

Corresponding Author

Abdul Hakim Abdullah, Faculty of Islamic Contemporary Studies, Universiti Sultan Zainal Abidin, Kuala Terengganu, MALAYSIA. Email: hakimabd@unisza.edu.my

References

- Adeniyi, E. O. (2001). The Situation in Nigeria; the Problem of Nigeria Educational System. In Pillai, R. (Ed). *Strategies for Introducing New Curricula in West Africa. Final Report of the Seminar/Workshop held in Lagos, Nigeria*, 12–16 November 2001.
- Argall, B. D., Chernova, S., Veloso, M., Browning B. (2009). A survey of robot learning from demonstration. *Robotics and Autonomous Systems*, 57(5), 469-483.
- Bellocchi, A., Ritchie, S. M., Tobin, K., King, D., Sandhu, M., & Henderson, S. (2014). Emotional climate and high quality learning experience in science teacher education. *Journal of Research in Science Teaching*, 51(10), 1301-1325.
- Brueckner J. K., & MacPherson, B. R. (2004). Benefits from peer teaching in the gross anatomy laboratory. *European Journal of Dental Education*, 8(2), 72-77.
- Damodharan, V. S., & Rengarajan, V. (2007). *Innovative Methods of Teaching*. Proceedings: Learning Technologies and Mathematics Middle East Conference, Sultan Qaboos University, Muscat, Oman, March 31-April 2.
- Davis, C. R., Bates, A. S., Ellis, H., & Roberts, A. M. (2014). Human anatomy: let the students tell us how to teach. *Anatomical Science Education*, 7(4), 262-272
- Dauda, A. (2002). *State education in northern Nigeria*. Kano, Gidan Dabino Publishers, Bayero University Kano, Nigeria.
- Fillmore, C. (2008). *A smarter way to teach Physics*. Paper presented at the International Education Research Conference, Brisbane, Australia.
- Grabe, S., Ward, L. M., & Hyde, J. S. (2008). The role of the media in body image concerns among women: A meta-analysis of experimental and correlational studies. *Psychological Bulletin*, 134(3), 460-476.
- Khan, S. M. (1986). *Islamic Education*. New Delhi. Ashish Publishing House. Punjab Bagh India.
- Mitchel, N. L., & Surprise, S. J. (1994). *Effective use of video in interactive modules*. Proceedings on World Conference on Educational Multi-media and Hypermedia Vancouver, Canada.
- Mohan, L., Ravi, S. P., Kamath, A., Manish, M. S., & Eesha, B. R. (2010). Attitude towards the use of audio visual aids during didactic lectures in Pharmacology. *Journal of Clinical and Diagnostic Research*, 4, 3363-3368.
- Okwo, F. A. (1994). Appropriate media technique for rural development communication and education in Nigeria. *Journal of Quality Education*, 1(1), 36-45.
- Oladaje, M. A., Olosunde, G. R., Ojebisi, A. O., & Isola, O. M. (2011). Instructional materials and students' academic achievement in Physics: some policy implications. *European Journal of Humanities and Social Sciences*, 2(1), 113-126.
- Olawale, S. K. (2013). The use of instructional materials for effective learning of Islamic Studies. *Jihat al-Islam*, 6(2), 29-40.
- Osokoya, I. O. (2007). Effects of video-taped instruction on secondary school students' achievement in History. *International Journal of African & African-American Studies*, 6(1), 27-34.
- Owusu, K. A., Monney, K. A., Appiah, J. Y., & Wilmot, E. M. (2010). Effects of computer-assisted instruction on performance of Senior High School Biology students in Ghana. *Instructional Science*, 32(1-2), 1-8.
- Quarcoo-Nelson, R. M., Buabeng, I., & Osafo, G. K. (2012). Impacts of audio-visual aids on senior high school students' achievement in Physics. *European Journal of Physics and Chemistry*

Education, 4(1), 46-54.

Şahin, M., & Seçer, S. Y. E. (2016). Challenges of using audio-visual aids as warm-up activity in teaching aviation English. *Educational Research and Reviews*, 11(8), 860-866.

Wijekoon, W. M. S. N. K. (2016). *Students' perspective on using the audio-visual aids to teach English Literature and its effectiveness*. Kelaniya International Conference on Advances in Computing and Technology (KICTACT-2016), Faculty of Computing and Technology, University of Kelaniya, Sri Lanka, 74.

Yasin, R. B. F., & Mohd, S. J. (2013). Islamic Education: The Philosophy, Aim and Main Features. *International Journal of Education and Research*, Vol. 1:10

Yunus, M. M., Salehi, H., & John, D. S. A. (2013). *Using Visual Aids as a Motivational Tool in Enhancing Students Interest in Reading Literary Texts*. Proceedings of the 4th International Conference on Education and Educational Technologies (EET '13), 114-117, 2013.