

THE ROLE AND CHALLENGES OF VESTIBULAR SCHOLARS ON THE USE OF INFORMATION COMMUNICATION TECHNOLOGY ICT

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Abstract

Teaching and Learning are no more depend on the bookish authority of the teacher as the two activities go beyond class room instruction. ICT has turn the whole world into a small community where by one can sit in any corner of his/her personal room and deliver or receive lecture through various means like E-Learning, E-Teaching, group charting conference discussion, zooming and many others. The purpose of this paper is to assess the challenges of Vestibular Scholars in the era of ICT using survey method of analysis. Vestibular Schools in Zamfara state are purposively selected for the study. Through Researcher's developed questionnaire the data collected are analyzed to answer the research questions generated and hypothesis posted using average weighted mean and chi square at 0.07 significant level. It is discovering that some Vestibular Scholars in Zamfara lack passion for using ICT tools, lack adequate skill to use ICT tools, faced inadequate supply of ICT tools, power failure among others. Based on the findings, the paper recommends motivation, workshop for Vestibular Scholars on ICT, adequate supply of ICT tools to mention but a few for the effectiveness in discharging their responsibility towards qualify education and the paper concluded that urgent step should be taking to improve effectiveness of Vestibular Scholars in this era of digitalization as it will improve their capacity in the application of entrepreneurial skills.

Keywords: Vestibular Scholars, ICT, entrepreneurial skills, Role, Challenges

Introduction

Nigeria as one of the developing countries is facing many challenges today toward teaching and learning such as globalization and technology adoption in the classroom. The advent of Information Communication Technology (ICT) in to educational system because paradigm shift in the teaching and learning process by making classroom instruction to go beyond physical appearance printing books, it has also enhanced easily teaching and learning process by making information on every subject easy to assess, save and retrieve. Through information communication, Teacher could take a large number of students with ease, and

instructional materials are now available in different types.

Contemporarily acquisition and dissemination to knowledge, ideas and skills are heavily rest on information communication technology. This made it imperative for every subject Teacher to digitalized so as to facilitate effectiveness when discharging their responsibility. Vestibular Schools teachers are those schools integrated from Islamiyyah schools' system to colleges system as to cope into western education system of learning. These schools are operating Conventionally under community control and they have a sizeable member of student across the state. The Vestibular Schools are using normal curriculum as approved by the

traditional scholars under shade of Non formal education system.

Statement of the problem

Zamfara state is one the prominent Muslims populated state and facing security treat which has led to destructions of Education system as well as entrepreneurial activities in the state. The use of ICT for Teaching and learning process has being a challenge to almost Vestibular Schools Teachers in the state. Dispute the fact that they need to have basic knowledge about ICT to discharge their responsibilities in the current situation. They need to develop effective use of ICT in their classes. By these teachers among which are: Ability to use computer application, Chalet attitude toward digitalization, in adequate knowledge on the use of ICT, inadequate supply of ICT tools among others. the Vestibular Schools teachers should not be left behind, they need to reach their counterpart in the state and the Nigeria at large.

Objectives of the Study

In line with the above, the general objective of this paper is to assess the challenges of the Vestibular Schools teachers in the use of ICT in Zamfara state. Specifically, to:

Ascertain the level of ICT tools in the Vestibular Schools in Zamfara state.

Illuminate the methods adopted in disseminating ICT tools in the Vestibular Schools in Zamfara state.

Determine the extent to which the teachers of Vestibular Schools in Zamfara state use the concept of using ICT tools for their classes.

Find out the challenges faced by the teachers of Vestibular Schools in using ICT tools for classes.

Research questions

In view of the above objectives the following research questions were generated to guide the direction of the study.

At what level do the ICT facilities are supply in Vestibular Schools in Zamfara state.

To what extent the teachers of Vestibular Schools uses ICT tools for classroom and outside classroom instructions in Vestibular Schools of Zamfara state.

What are the challenges of using ICT tools in Vestibular Schools in Zamfara state?

Literature Review

This section discussed concept of ICT and some ICT tools instructional delivery, Arabic education in Nigeria and challenges of using ICT in Nigerian Vestibular schools.

Concept of ICT

Information communication and technology (ICT) is a brand concept for electronic devices (both hardware and software) that are used in collecting, storing, processing, transmitting, retrieving and presenting raw data or information, information technology does not information communication Technology revolve round the use of computer hardware and software, the network and may other devices such as audio, video camera, tape slides, overhead projector etc. (Yusuf and Badirudeen 2015). In line with this, Femi, (2008) stated that information Communication Technology (ICT) is a collective term used to denote a collection of electronic machines (both hardware and software that make them work) in collection, storage, processing and transmission retrieval, presentation and communication of information. Information Communication Technology is a driving force which enhances effectiveness in teaching and learning as it is prerequisite for efficiency of the teacher and learner in current dispensation. Impact there is no sector globally that did not involve in the use of ICT even in the religious sector.

Arabic studies and ICT

This research analyzes the impact of ICT on Arabic education by considering the

economic, educational and social change dimensions as well as entrepreneurial practices. The use of ICTs for the development of Arabic Education is one of the core priorities to which ALECSO grants a great attention in its programs and projects. The implementation of ICT in the Vestibular Schools will surely address youth unemployment in the state.

The uniqueness of Arabic language among the languages of the world is due to the religion of Islam, Islam has based its foundation on knowledge. Arabic language embraces knowledge as skill acquisition, idea, scientific discovery or invention and cultural development that bring growth and development to the society in as such does not contradict its principle. Information Communication is kind of knowledge that bring development to the Arabic speakers.

The glorious Qura'n is revealed in Arabic language, It is a divine guidance sent to mankind, it is encyclopedia of knowledge of first primary source of general knowledge. The Qura'n contains both spiritual and material life of man as well as the science that will facilitate bearable life from man. This is the reason why Abdullah (2013(345)) stated that Al-qura'n is the book of knowledge and the first source of knowledge which contains general principle applicable for all times and places, stressing that it encompasses the practical sphere of human life as well as the spiritual aspect, cures as the see on source of knowledge interpret and explains the said practical and spiritual principle of human life in the Quran.

ICT is one of those communal obligations that can be accepted because it enhances the teaching and learning of Arabic Education subjects. The Muslims of each generation travelled a wider distance from one community to the other in quest for knowledge. Contemporarily one do not need to suffer a long journey in search for knowledge because of digital (ICT) age

except if one decided to travel on his/her own. There is various way in which teaching and learning can be done to through ICT such include: virtual transmission, online teaching program, learning YouTube online group discussion among others.

Virtual learning or communication

Virtual learning is an interaction between the teacher and the learner design to fulfil the objective of teaching and learning. According to Olubukola and Ogunshola (2021:237), virtual transmission is virtual communication and a way in which people move with other while not being with them the same room. Virtual communication is made of transmission with application of technology such as audio talk with people who are not viewed or who are not present physically in the scene of events. It is online communication in which teacher use to hold class room discussion or lesson without student being present in the class rather they were in their different location at that time in question to receive the lesson. This type of class create misinformation, misunderstanding, failure to grab the subject matter of discussion, poor delivery message among others.

Strategy for virtual Transmission

Virtual Teaching and learning has two strategies (a) Synchronized Transmission and (b) Unsynchronized transmission.

Synchronized Transmission: It is the use of internet through video conferencing, live chart, and audio to transmit lesson.

The student as the receiver received lesson or communicated message at a fixed time schedule by the teacher and he (the teacher) received feedback as require.

Unsynchronized transmission: It is an approach involving the utilization of time delay abilities of the web to present lesson using text messages, e-mail and file attached and the lesson can be fixed by the teacher at a covenant time. The

teacher can use zoom, Google meet goto meeting/ go webina, join me E-mail and skype to organize, Web based meeting for lecture.

E-learning: E-learning is an electronic learning through computer. It is acquisition of knowledge through computer or the use of internet or use of offline through CD-Room etc. This type of learning requires the use of browsers, like internet explorer or nets ease Navigator in form of visual or audiovisual or audio E-learning therefore, is application of electronic technologies net-working system to create, process deliver and facilitate effective learning at appointed time to influence the development of communication of knowledge by linking up the learners and the practitioner with the expert (Abdullah, 2013:357) it is a process of learning my time through the use of computer, it is general term use for Education, Training, and Information delivery through computer emphasis on gathering knowledge and skill other name for e-learning are computer basic training, Web based training video conferencing.

Advantages of E-learning

Across time place E-learning has aided development in development in Educational Circle and it has provided for acquisition of skills and knowledge at high level, as well it has assisted in finding solution to real complex problems across the globe. In this regards E-learning thus:

Turn the whole world in to global village where by the learners can log in to search for information anywhere without geographical, time and cultural barriers.

It facilitates regular and prompt interaction ease and possible thereby bringing about creative thinking and interaction.

It enhances group collaboration which possible through ICT.

It facilitates speedy dissemination of knowledge skills and ideas to the exposed groups.

It facilitates global dissemination of knowledge, cultural and social interaction as well as educational services

It provides rooms for quick and sufficient opportunity for Education employee in organizations

It enhances promotion of health, security and literacy campaign (UNESCO 2009:20)

Despite the advantages of the ICT in facilitating effective Teaching and learning in contemporary society, yet Vestibular Schools teachers are lagging behind and several factors includes inadequate infrastructural facilities, societal attitude towards Vestibular Schools teachers, poor management, financial constraints and government policy which does not take care of Vestibular Schools teachers, insist taxation from local, state, federal government on the Vestibular Schools power failure. Inability of Colleges management to employ computer expert to take care of the ICT in the school, fear and anxiety on the part of the teachers of Arabic studies teachers to handle ICT tools, poor funding on the management of these colleges to organize training and worksip for their teacher on the use of ICT tools. Doctrinarian belief of some of the teachers which seems to affects the morale on the use of ICT and ICT tools.

Methodology

The descriptive method of analysis was adopted for this study, a purposive sampling technique was employed in obtaining sample for this study, sixty Arabic teachers from three educational zone in state were sample for this study to assess the challenges of using ICT tools for classroom and outdoor instruction for their lesson. Questionnaire was designed for the the challenges of the Arabic teachers on the use of ICT for quality Arabic education

among Vestibular Schools in Zamfara state. The instrument was used to elicit responses of the respondent on challenges of Vestibular Schools teachers on the use of ICT in Zamfara state. The reliability of the instrument was obtained through test retest method using Pearson Product Moment Correlation (PPMC) to determine the reliability coefficient of the instrument at 0.65 significant level raised and analyzed. The research questions were analyzed using mean score and standard deviation and the benchmark is 3.50.

Discussion

The research shows the level at which teachers of Arabic studies in Vestibular Schools use ICT tools for classroom instruction which is inadequate. ICT tools in Vestibular Schools in Zamfara state. Research affirmed that, computer system in some colleges, particularly rural areas are missing. No internet services in the colleges. The research revealed that the supply of learning materials in the Vestibular Schools in Zamfara state is inadequate. The research has reflected the level at which some of the teachers of Arabic studies in the colleges are using ICT tools for their personal activities. The research shows that, these challenges have been hindering the use of ICT in the Vestibular Schools because the aforementioned items on challenges is greater than the assumption and expectation value of the result.

The outcome of this research revealed that ICT tools are not adequately provided in the Vestibular Schools in Zamfara state such as ICT tools as well as other learning facilities. Similarly, the research also discovered that some of the Vestibular Schools teachers operate available ICT tools at a very low level. This is due to the fact that these devices were not adequately supplied. Some of these teachers might not familiarize with them and it may also affect their interest.

Research findings:

The finding of the research is stated that the civilization of electronic media especially computer-related (internet) ones is still at low in Zamfara state learning system. The findings also revealed that Vestibular Schools teachers have been confronting series of challenges like inadequate learning facilities and knowledge of using ICT, absence of ICT Centre in the colleges Arabic studies in Zamfara state, poor funding, poor power of electricity supply and lack of computer expert to guide the teachers on how to use ICT effectively for lesson. The finding of the research also posited that several schools in Zamfara state including higher institutions still lag behind in integration of ICT due to several factors such as poor funding, miss-management, organizational structure, infrastructural constraint and government policy in the state.

Conclusion

As a result of the developments in the information age or era, the use of information technology has been a qualitative development in the service of the educational process as it provides many of the effects that contribute clearly to the presentation and development of education. The research concluded that the use of technology in teaching Arabic language used as an aid and that most systems that may include electronic resources to teach the Arabic language as the basic methodology for Arabic studies teachers. The peer assessed the challenges of using ICT by the Vestibular Schools teachers in Zamfara state. Sample for the research are selected across three educational zones in Zamfara state. Questionnaire was designed and administered to elicit information from respondents and analyzed using mean score, standard deviation and variance. Based on the findings, the peer concluded that the Vestibular Schools teachers need to be motivated to join the rest of the world in

the use of ICT and other learning facilities for teaching and training.

Recommendations

Based on the conclusion the following served as recommendations:

ICT tools should be adequately provided in the Vestibular Schools in Zamfara state.

ICT centers should be established in those Vestibular and the teachers should be encouraged to use them judiciary.

Adequate funding should be made by the proprietors of those colleges and community leaders to equip the ICT centers available in their colleges.

Computer experts should be employed to teach and guide the teachers of Arabic on the use of ICT facilities for effective teaching and learning.

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