Challenges Preventing the Use of Information and Communication Technology(s) for the Teaching and Learning of Christian Religious Studies in F.C.T, Abuja, Nigeria

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Abstract: The study investigated the challenges preventing the use of information and communication technology for the teaching and learning of Christian religious Knowledge in public senior secondary schools in Federal Capital Territory, Abuja, Nigeria. The descriptive survey research design was adopted for the study. The population of the study comprised of Christian religious knowledge teachers and students in some selected public secondary schools in Federal Capital Territory, Abuja. Simple sampling and stratified random sampling techniques were used to select a sample size of 120 respondents from twelve public secondary schools in the six area councils of Federal Capital Territory, Abuja. The reliability of the instrument was determined through the test re-test method. The responses of the respondents were presented in the simple statistical table and analyzed using simple percentages. The result collected showed that inadequate ICT facilities, poor computer literacy of Christian Religious knowledge teachers, poor computer literacy of Christian Religious knowledge students, unstable power supply, poor internet services, poor implementation of ICT policies, inadequate funding of ICT programme and high cost of ICT facilities is preventing effective use of information communication technologies for the teaching and learning of Christian Religious knowledge in public secondary schools in Federal Capital Territory, Abuja.

1. Introduction

Christian religious knowledge is one of the programmes in the Nigerian educational institutions. Christian religious knowledge is offered in primary, secondary and higher institutions. Christian religious knowledge is an art programme and it deals with the study of God. Onovughe and Mordi (2017) cited Hon (1992) like other scholars who have classified the behavioral objectives of teaching and learning CRK into three categories they are cognitive, affective, and psychomotor. These are explained thus: objectives in the cognitive domain emphasize recall or recognition of facts, and the development of objectives of the affective domain is concerned in changes in interest, attitudes and value, and the

development of appreciation and judgment. Psychomotor domain objectives have to do with physical skills, manipulation of materials, and objects. It summarizes the overall objectives of teaching and learning CRK in Nigeria schools wider; Religions, Moral, Social, Civics, Academic, Spiritual and personal objectives. Religious Objective: This means intimating the learner pupils on how God deals with His people as contained in the Holy Bible, like the Loving Father who cares for His children and who needs His children's commitment to Him in Worship, faith and obedience to His will. The realization of the objectives of the Christian religious knowledge in the Nigerian secondary schools depends on the available human and material resources. Information communication technology is one of the material resources that is used to implement the Christian religious knowledge programme in the secondary schools. 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, anyhow and anywhere in the word, for the pursuance of national economic advancement.

Ezeugo (2010), sees 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) observed that ICT is simply put as the use of computers and telecommunication equipment in capturing, processing, storing and dissemination of information. It is also seeing 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 parts 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 guest 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.

Sharon (2011) submitted that Information and Communication Technology (ICT) offers a range of powerful tools to help pupils to learn and to achieve high standard in Religious Education. He further opined that the key message to the use of ICT depends on it offering the best means of achieving a particular Religious Education objective. The use of ICT for teaching and learning in public secondary schools makes the implementation of lesson easy. The potential of computer technology to enhance teaching and learning has been recognized for some time. Generally, it is accepted that computer technology has potential to enhance teaching and learning and provide student with a learning experience that other strategies cannot provide (Idris 2016 & Wellington, 2005). Schools have also recognized that the use of computer in teaching-learning process is important as it present unprecedented challenges that help student to acquire an inquisitive, critical and creative mind to capitalize on the opportunities driven by the explosive growth of information, knowledge and technology (Idris 2016, Cuban, 2001). The application ICT in Nigerian post primary institutions can't be overstressed. In this innovation motivated time, everybody needs ICT capability to excel. Institutions are discovering it extremely important to prepare and re-prepare their workers to set up or expand their insight into PCs and other ICT services (Abubakar, 2016, Adomi & Anie, 2006). The application of information and communications technology in Nigeria and in African countries generally is increasing and dramatically growing. Over the past few years, ICT

has turned out to be a step by step more imperative to schools at all levels and to the entire education system at large (Abubakar, 2016). It is strongly believed that ICT can facilitate the teaching methods and encourage learners` understanding as can be seen in using softwares like CAI, CAL, CBT etc. Numerous studies have discovered constructive outcome connected with innovation supported teaching and learning (Burnett, 1994, & Fitzgerald & Warner, 1996). Etejere and Ogundele (2008) concluded that electronic information system enables the teachers, researchers, school administrators, and students to acquire, process, store and disseminate vocal, pictorial, textual and numerical information by electronic based systems. However, adequate use of electronic information systems in the schools demands effective computer literacy skills and acquisition. Lawal (2011) submitted that when teachers appreciate the use of computers in the schools, the work becomes easier for them. The records, various data and analysis of various issues through computer use become easily appreciated. It is therefore necessary for the teachers to appreciate computer use in their work in order to enhance teacher effectiveness in their jobs. Ameh (2002) observed that the knowledge of computer operational and technical skills enables the teachers to have accurate student data on student enrolments, progression and results, school events, and other statutory and non-statutory records that may be needed for quick decision making in the schools with easy availability. According to McCormick (1993), computers can be used to diversify, develop and improve the pedagogical relation of teaching and learning. Also, technological development can only be enhanced through proper acquisition of scientific knowledge: which can only be realized through relevant training in Science, Mathematics and Computer Education. In the teaching and learning of Christian Religious Knowledge secondary schools, computers are widely applied; and the need for computer technology and literacy in the implementation of Christian Religious Knowledge has become more relevant. Computer has been found to be an effective device for presenting an instructional programme in Christian Religious Knowledge. Abimbade (1997) identified some potentials of computer in instruction as follows:

1. Computer helps students to learn at their own pace.

2. It produces significant time saving over conventional class room instruction.

3. It allows students control over the rate and sequence of their learning.

4. It gives appropriate feedback.

5. It promotes individualized instruction through personalized responses to learners' action to yield a high rate of reinforcement.

6. It provides a more positive affective climate especially for slower learners.

7. It provides appropriate record-keeping and thereby monitors students' progress.

8. It puts more information in the hands of teachers.

9. Novelty of working with a computer raised students' motivation.

10. It provides reliable instruction from learner at any time of the day and location .

11. It provides direct instruction to learners.

12. It provides instruction at comparable expenses to other media.

It is unfortunate that the teaching and learning of Christian religious knowledge in the public secondary schools in Federal Capital Territory have not been effectively carried out with information communication technology due to many challenges. This paper is aimed to investigate the challenges preventing the use of information communication technology for the teaching and learning of Christian religious studies in FCT, Nigeria.

1.1. Research Objectives

The study investigated the challenges preventing the use of information and communication technology for the teaching and learning of Christian Religious Knowledge in FCT, Nigeria. Specific objectives are to:

1. To find out the challenges preventing the use of Information Communication Technology for the teaching and learning of Christian Religious Knowledge in FCT.

1.2. Research Question

The following research question where generated to guide this study:

1. What are the challenges preventing the use of information communication technology for the teaching and learning of Christian knowledge in FCT?

2. Literature Review

Orji (2014) observed that Christian Religion through its moral values makes morality an indispensable tool which the society uses to interpret socio-political, economic and other actions, so as to maintain good governance and stability of the state. Interesting, the optimal achievement of the above objective of religion in our secondary schools, depends largely on the appropriate application of Instructional materials, teaching methods, techniques and relevant skills. However, the place of instructional, materials, especially Information and Communication Technology (ICT) cannot be over emphasized, if the youths of the 21st century must be made to understand the values of Christians Religious knowledge. This is because ICT provides students with meaningful instruction in their learning process.

Dalsgaard, (2013) in a study on ensuring effective and efficient teaching and learning Religious Studies in Nigerian schools using photographic series, the purpose of the study was to find out the extent to which the use of photographic series with sound in teaching Religious Studies could enhance the performance of students in selected Junior Secondary School in Remo Educational zone. After exposure to treatments, the post-test mean score for the experimental was 61.90 and control mean score 54.3. When the mean scores were subjected to t-test analysis, the obtained t-value of 4.02 was found to be significant (t= 4.02; df= 198, P< 0.05). It implied that students in the experimental group performed significantly better than those in the control group at the end of the treatment thus implying that the use of photographic series with sound produced more sustainable and valuable learning than the traditional methods of teaching.

Kosoko-Oyedeko & Tella (2009) in a related study of teacher's perception of the contribution of ICT to pupils' performance in Christian Religious Education (CRE). Data collected were analyzed using percentages and t-test statistical tools. The result shows that the majority of the teachers (78.5%) indicate that pupil's performed better when ICT is used in CRE than when it is not used.

Owulu, Ntamu, & Monity, (2016) observed that on ICT utilization in teaching CRK, findings reveals that ICT as an instructional material has the potency of improving learning outcome in CRK if utilized by teachers in the learning process. Most researchers found out that there exists a significant influence on academic performance in CRK while no contrasting findings to this existed. The impact on standards was more significant where pupils had regular access to relevant hardware. When pupils used ICT well, there was a clear improvement in the presentation of their work, in the range of information they had to draw on, in their capacity to enter imaginatively into others' situations (such as through virtual tours or reading accounts of people's personal dilemmas), and in their understanding and analysis of key concepts.

Ezeh, (2013) did a study that investigated the effect of ICT topic-focused software programme on students' achievement in Christian Religious Knowledge in Secondary Schools in Ihiala Local Government Area (LGA), Anambra State, Nigeria. The results of the findings showed that students who were taught using ICT topic-focused software programme achieved better scores than those taught using the traditional instructional material. The results also showed that female students' performed better than their male counterparts when they were taught Christian Religious Knowledge with topic-focused software programme. Okeke and Modebelu (2011) observed that the application of ICT tools towards teaching and learning ranges from the inability of schools to afford them, teachers/students

not being exposed to them, unreliable power supply, poor management policy, lack of infrastructural security, health hazard natures of the gadgets, to the suggestion that ICT is only good for the younger generation.

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 resources, 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.

Adomi and Kpangan (2010) findings to the factors associated with low rate of ICT adoption and application in Nigerian Secondary Schools as perceived by 176 teachers in two states of Nigeria among 9 schools in Edo State with 84 respondents and 6 schools in Delta State with 92 respondents. Of the 176 teachers, 97 were male and 77 female. The findings revealed that the low rate of ICT adoption and application in Nigeria secondary schools is attributable to several factors which includes limited/poor information infrastructure, lack of/inadequate ICT facilities in schools, frequent electricity interruption, poor ICT policy/project implementation strategy, Inadequate ICT in the schools, High cost of ICT facilities/components, limited school budget, lack of/limited ICT skills among teachers and administrators, inadequate educational software, poor management on the parts of school administrators and government, lack of maintenance culture and lack of interest in ICT application/use on the part of students. Salehi and Salehi (2012) investigation on teachers' perceptions of the challenges for using ICT in education among 30 high school English teachers who were selected from the five main educational districts in the city of Isfahan, Iran revealed that although teachers had a strong desire to use ICT in the classroom, they were encountered with some barriers which include insufficient technical supports at schools and little

access to Internet and ICT were considered as the major barriers preventing teachers to integrate ICT into the curriculum. Moreover, the descriptive analysis of their result showed that shortage of class time was another significant barrier discouraging teachers to use ICT into the classroom.

Deebom, & Zite, (2016) did a study that investigated effectiveness of Information Communication Technology (ICT) in teaching and learning in Public Senior Secondary Schools in Ogoni Area of Rivers State. It was found that ICT tools were not utilized in the school. Based on the findings, it was recommended among others that; the government of Nigeria should embark on a massive computer literacy training programme nationwide, particularly for the teachers and learners at all level of education, the cost of ICT tools like laptop should be made affordable to teachers and students. Sabina, (2012) carried out a study which investigated into the challenges in the application of e-learning in secondary schools in Onitsha North LGA, Anambra state, Nigeria, among two hundred and twenty-five (225) teachers in public secondary schools findings revealed acute shortage of e-learning materials such as on-line/internet connected computers, e-mail facilities, multimedia television, multimedia computer and digital library. It was also revealed that the few available ones such as off-line/ordinary computers, scanners, printer and ready-made courseware are not utilized because the teachers lack the knowledge and skills of computer application.

3. Methodology

The descriptive survey research design was adopted for the study. The population of the study comprised of Christian religious knowledge teachers and students in some selected public secondary schools in Federal Capital Territory, Abuja. Simple sampling and stratified random sampling techniques were used to select a sample size of 120 respondents from twelve public secondary schools in the six area councils of Federal Capital Territory, Abuja. Twenty four teachers and ninety six students of Christian religious knowledge. The research instrument used for data collection was Fifteen (15) structured questionnaire items rated on a 4-point Likert scale

options, with values assigned to them, thus- Strongly Agree (SA) 4; Agree (A) 3; Disagree (D) 2; and Strongly Disagree (SD) 1. The questionnaire was tagged "Challenges Preventing the Use of Information Communication Technology for the Teaching and Learning of Christian Religious Knowledge Questionnaire" (CPUICTCRKQ). The questionnaire was face-validated by lecturers from Universities who are specialists in research methodology. They scrutinized the items in terms of clarity and adequacy in addressing the purposes and research questions. Their suggestions were used to produce the final draft of the questionnaire used in this study. The instrument has two sections. Section A collected information on bio-data and section B collected information on the subject matter. The questionnaire had twenty item questions. The reliability of the instrument was determined through the test re-test method. Fifteen (15) copies of the instrument were administered to twenty lecturers and

students in another public secondary schools with a similar nature and after an interval of two weeks, the questionnaire was re-administered to the same teachers and students. The scores of the first and second administrations were correlated using Pearson Product moment Correlation Co-efficient statistic and the correlation co-efficient value stood at 0.84 which was considered high enough to confirm the instrument reliable. Copies of the questionnaire were then administered by the researchers directly. The responses of the respondents were presented in the simple statistical table and analyzed using simple percentages.

4. Results

Research Question one: What are the challenges preventing the use of information communication technology for the teaching and learning of Christian religious studies in FCT?

Table One: Responses on the challenges preventing the use of information communication technology for the teaching and learning of Christian religious studies in FCT.

S/N	Challenges preventing the use of ICT by CRK Teachers	Strongly Agree f (%)	Agree f (%)	%	Disagree f (%)	Strongly Disagree f (%)	%	Total
1	Inadequate ICT facilities	31(38.75)	29(36.25)	80	6(2.7)	4(5)	20	120
2	Poor computer literacy of teachers	51(63.75)	29(36.25)	100	-	-	-	120
3	Poor computer literacy of CRK students	72(90)	8(10)	100	-	-	-	120
4	Problem of unstable power supply	64(80)	16(20)	100	-	-	-	120
5	Poor internet services	55(68.75)	25(31.25)	100	-	-	-	120
6	Poor implementation of ICT policies	34(42.5)	19(23.75)	65.75	16(20)	11(13.75)	33.75	120
7	Inadequate funding of ICT programme	34(42.5)	34(42.5)	100	-	-	-	120
8	High cost of ICT facilities	34(42.5)	34(42.5)	100	-	-	-	120

Result from research question one item one showed that 31(38.75%) of the respondents strongly agreed that inadequate ICT facilities is a problem preventing effective use of information

communication technologies for the teaching and learning of Christian Religious studies in senior secondary schools in FCT while 4(5%) strongly disagreed that inadequate ICT facilities is a problem

preventing effective use of information communication technologies for the teaching and learning of Christian Religious studies in senior secondary schools in FCT. This implies that the majority of the respondents agreed that inadequate ICT facilities is a problem preventing effective use of information communication technologies for the teaching and learning of Christian Religious studies in senior secondary schools in FCT.

Item two on table one revealed that that 51(63.75%) of the respondents strongly agreed that poor computer literacy of teachers is a challenge preventing effective use of information communication technologies for the teaching and learning of Christian Religious studies in senior secondary schools in FCT while 0(0%) strongly disagreed that poor computer literacy of teachers is a challenge preventing effective use of information communication technologies for the teaching and learning of Christian Religious studies in senior secondary schools in FCT. This implies that all of the respondents agreed that poor computer literacy of teachers is a problem preventing effective use of information communication technologies for the teaching and learning of Christian Religious studies in senior secondary schools in FCT.

In item three, 72(90%) of the respondent agreed that poor computer literacy of CRK students is responsible for not using information communication technologies for the teaching and learning of Christian Religious studies in senior secondary schools in FCT while 0(0%) of the respondents disagreed. This means that all the respondents agreed that poor computer literacy of CRK students is responsible for not using information communication technologies for the teaching and learning of Christian Religious studies in senior secondary schools in FCT.

From item four on table one, the result collected disclosed that 64(80)% of the sampled respondents were of the view that problem of unstable power supply is a major problem preventing the teachers and students of Christian Religious Studies from using information communication and technologies for teaching and learning in secondary schools in

FCT while 0(0%) of the respondents have a contrary view. This result indicated that all of the respondents agreed that unstable power supply is a major problem preventing the teachers and students of Christian Religious Studies from using information communication and technologies for teaching and learning in secondary schools in FCT.

Result from research question one item five showed that 55(68.75%) of the respondents strongly agreed that poor internet services is a problem preventing effective use of information communication technologies for the teaching and learning of Christian Religious studies in senior secondary schools in FCT while 0(0%) strongly disagreed that poor internet services is a problem preventing effective use of information communication technologies for the teaching and learning of Christian Religious studies in senior secondary schools in FCT. This implies that the majority of the respondents agreed that poor internet services is a problem preventing effective use of information communication technologies for the teaching and learning of Christian Religious studies in Senior secondary schools in FCT.

In item six in table one , 34(42.5%) of the respondent agreed that poor implementation of ICT policies is responsible for not using information communication technologies for the teaching and learning of Christian Religious Studies in senior secondary schools in FCT while 11(13.75%) of the respondent strongly disagreed. This means that majority of the respondents agreed that poor implementation of ICT policies is responsible for the not using information communication technologies for the teaching and learning of Christian Religious Studies in senior secondary schools in FCT.

Item seven on table one revealed that that 34(42.5%) of the respondents strongly agreed that inadequate funding of ICT programme is a challenge preventing effective use of information communication technologies for the teaching and learning of Christian Religious Studies in senior secondary schools in FCT. This implies that inadequate funding of ICT programme is a challenge preventing effective use of information communication technologies for the teaching and learning of

Christian Religious Studies in senior secondary schools in FCT.

Item eight on table one revealed that that 34(42.5%) of the respondents strongly agreed that high cost of ICT facilities is a challenge preventing effective use of information communication technologies for the teaching and learning of Christian Religious Studies in senior secondary schools in FCT. This means that high cost of ICT facilities is a challenge preventing effective use of information communication technologies for the teaching and learning of Christian Religious Studies in senior secondary schools in secondary school in FCT.

4.1. Discussion of Findings

Result from research question one item one showed that respondents strongly agreed that inadequate ICT facilities is a problem preventing effective use of information communication technologies for the teaching and learning of Christian Religious Studies in senior secondary schools in FCT. Adomi and Kpangan (2010) findings to the factors associated with low rate of ICT adoption and application in Nigerian secondary schools as perceived by 176 teachers in two states of Nigeria among 9 schools in Edo State with 84 respondents and 6 schools in Delta State with 92 respondents. Of the 176 teachers, 97 were male and 77 female. The findings revealed that the low rate of ICT adoption and application in Nigerian secondary schools is attributable to several factors which includes limited/poor information infrastructure, lack of/inadequate ICT facilities in schools, frequent electricity interruption, poor ICT policy/project implementation strategy, Inadequate ICT in the schools, High cost of ICT facilities/components, limited school budget, lack of/limited ICT skills among teachers and administrators, inadequate educational software, poor management on the parts of school administrators and government, lack of maintenance culture and lack of interest in ICT application/use on the part of students. Idowu and Esere (2013) also observe that most of the ICT infrastructures such as internet, telefax, e-mail are dependent on NITEL (Nigerian Telecommunications Limited), NIPOST (Nigerian Postal Agency) and PHCN (Power

Holding Corporation of Nigeria) services. These services are epileptic in delivery and attract unbearably high bills and that Nigeria lacks the necessary infrastructural facilities to benefit from ICT.

Item two revealed that poor computer literacy of Christian Religious Studies teachers is a challenge preventing effective use of information communication technologies for the teaching and learning of Christian Religious Studies in senior secondary schools in FCT. Idowu and Esere (2013) also observed that most institutions lack computer literate teachers and ICT experts that would support and manage the internet connectivity or applications in the teaching and learning process. The demand for ICT learning has been tremendous and the number of teachers who are trained to teach ICT cannot meet the demand as there are more students willing to be taught computing skills than there are teachers to transfer the skills (Mungai, 2011). Abdul-Salaam, (2012) in Oyo state, Nigeria found out that more than half of the teachers cannot start a computer, only about 15% can work with MS word and less than 10% can use MS excel, MS access, browse the internet and use the computer to teach in class.

In item three disclosed that poor computer literacy of Christian Religious Studies students is hindering the effective use of information communication technologies for the teaching and learning of Christian Religious Studies in senior secondary schools in FCT.

Result collected in item four showed that the problem of unstable power supply is a problem preventing the teachers and students of Christian Religious Studies from using information communication and technologies for teaching and learning in secondary schools in FCT. Electricity failure has been a persistent problem militating against ICT application and use in Nigeria (Adomi, 2005a; Adomi, Omodeko, and Otole, 2004; Adomi, Okiy, and Ruteyan, 2003).

From research question one item five result obtained showed that poor internet services is a problem preventing effective use of information communication technologies for the teaching and

learning of Christian Religious Studies in senior secondary schools in FCT. Ogunode (2012) submitted that the weak internet services in the educational institutions is preventing effective utilization of ICT facilities by both the school administrators, teachers and students.

Information on item six in table one disclosed poor implementation of ICT policies is responsible for the not using information communication technologies for the teaching and learning of Christian Religious Studies in senior secondary schools in FCT. Hennesy (2010) observes that one of the greatest challenges in implementation of ICT in schools is balancing educational goals with economic realities. This is so because implementation of ICT requires large capital investments, schools need to be prudent in making decisions about what models of ICT will be implemented and be conscious of maintaining economies of scale. Ultimately it is an issue of whether the value added by implementing ICT offsets the cost, relatives to the cost of alternatives. The challenges of ICT usage may not be fund nor the technology but rather the will on the part of government and/or the governors of education (Itegboje and Okubote, 2002)

In item seven on table one, the result collected revealed that inadequate funding of ICT programme is a challenge preventing effective use of Information Communication Technologies for the teaching and learning of Christian Religious Studies in senior secondary schools in FCT. Gbadamosi (2006) notes that inadequate funding is a major challenge that has negatively affected many areas of education in Nigeria. Areas it has affected include funding of ICT projects, training and retraining of teachers, provision of technological infrastructure, development and maintenance of software packages and electricity. Osakwe (2012) further assert that the current level of funding in Nigeria with reduced budgetary allocation to the education sector is a major constraint in the provision of ICT equipment (computers, its' accessories, software packages and maintenance). More so, with the slogan of global economic "melt down" available funds are used to satisfy other vital needs instead of investing them in ICT development in secondary schools. The overall

educational system is underfunded therefore available funds are used to solve more urgent and important survival needs by institutions (Taiwo, 2004).

It was revealed in item eight on table one that high cost of ICT facilities is limiting the use and application of Information Communication Technologies for the teaching and learning of Christian Religious Studies in senior secondary schools in FCT. High cost of ICT facilities has made it difficult for Nigerian secondary schools to acquire and install ICT facilities for the use of teachers and students (Adomi and Kpangan, 2010). Brakel and Chiseuga (2003) observe that monthly internet rates are exorbitant and the charges for satellite television are unaffordable for most people in Africa. Adomi (2006) also identify cost as one of the factors which influence provision and use of ICT services, indicating that cost of computers is too high for many to afford.

4.2. Conclusion

Christian religious studies programme is one of the programme offer in senior secondary school in Federal Capital Territory, Abuja and information communication technology resources is one of the educational resources for the implementation of the programme in the classroom due to the fact that information communication technologies have been fully integrated in the educational institutions to support the teaching and learning in all areas in the school system. It was observed that information communication technology resources is not effectively been utilized for the teaching and learning of Christian Religious Studies programme in public secondary schools in Federal Capital Territory, Abuja. Based on this problem, the study was designed to investigate the challenges preventing the use of information communication technology for the teaching and learning of Christian Religious Studies in public senior secondary schools in Federal Capital Territory, Abuja.

The result collected showed that inadequate ICT facilities, poor computer literacy of Christian Religious knowledge teachers, poor computer literacy of Christian Religious knowledge students

,unstable power supply, poor internet services, poor implementation of ICT policies, inadequate funding of ICT programme and high cost of ICT facilities is preventing effective use of information communication technologies for the teaching and learning of Christian Religious Knowledge in public secondary schools in Federal Capital Territory, Abuja.

4.3. Recommendation

Based on these findings, the following were recommended:

1. The government should increase the funding of public secondary schools in Federal Capital Territory, Abuja;

2. The government should provide ICT facilities in all the public secondary schools in Federal Capital Territory, Abuja;

3. The government should increase the funding of ICT programme in public secondary in Federal Capital Territory, Abuja;

4. The government should organize training and retraining programme for all CRK teachers in public secondary schools in Federal Capital Territory, Abuja;

5. The government should subsidize the ICT facilities for teachers and students in public secondary schools in Federal Capital Territory, Abuja;

6. The government should ensure there is stable supply of electricity in all public secondary schools in Federal Capital Territory, Abuja;

7. The government should ensure there is stable internet services in all public secondary schools in Federal Capital Territory, Abuja;

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