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TEACHERS' ATTITUDES ON INFORMATION AND COMMUNICATION TECHNOLOGY TOOLS FOR TEACHING ARABIC LANGUAGE IN ILORIN-SOUTH SECONDARY-SCHOOLS

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Article Information	ABSTRACT
	Information and Communication Technology (ICT) has become an indispensable tool, and therefore permeated all aspects of human life. It is against this backdrop that the researcher examined secondary school teachers' attitudes on ICT tools for teaching Arabic Language in Ilorin South Local Government Area. Descriptive research method was adopted for this study. The population for this study comprised all secondary school Arabic teachers in Ilorin South Local Government Area while the target population is the Arabic teachers at SS I to SS III. Purposive sampling technique was used to sample 150 teachers as respondents which constituted the study sample. A researcher designed checklist was used for the instrument. The research question was answered with percentage. Finding of this study revealed that: Attitude of secondary school Arabic teachers towards the use of ICT tools for teaching in Ilorin South Local Government Area is positive; Based on this finding, it was concluded and recommended that government at all levels should assist in the provision of more modern Information and Communication Technology tools in secondary schools, these include satellite broadcast, digital player computer and PowerPoint and so on, also, the ministry of education should be inspecting and monitoring the use of available Information and Communication Technology tools in the schools more especially its usage in teaching Arabic language, teachers of Arabic should be trained with the requisite Information Technology (IT) skills to manage resources effectively and assist students in their quest for information needed to meet their diverse needs among others. **Keywords:** Teachers, attitude, ICT, Arabic, teaching.

INTRODUCTION

Arabic language is a subject offered at all levels of educational system in Nigeria curriculum content (Ajidagba, 2002). Ajidagba further explained that different curricular were made available for Arabic at all levels of education. Arabic language is offered in secondary schools as a separate subject. It is offered at both the junior and senior secondary schools as a core and an elective subject (Ajidagba, 2002). There are four Arabic components at the senior secondary level which are: Arabic Grammar, Reading Comprehension, Writing and Literature (FME, 2007). Arabic language assumed a distinct status among the world languages because it is the language in which Qur'an was revealed. It cannot be compared with any other languages in terms of its distinct status because of the divine approved on its universality and uniqueness (Oladosu, 2008).

The major objectives for studying Arabic in Nigeria is identified by Lawal (2018) as follows: Nigeria belongs to some international organisations where Arabic is a working language; Nigeria shares political and socio-cultural affinity and aspirations with many Arabic speaking countries; Nigeria can exchange experiences and ideas and, in fact, can benefit tremendously in the area of Petro-chemical industry through interaction with the Arab countries which have recorded giant strides in the area; Nigerian diplomats in the Arab countries require at least a working knowledge of Arabic to enable them interact meaningfully and smoothly with the host countries.

Arabic can be taught with the use of ICT tool as Adebowale (2012) explained that video programmed can also be viewed on television using a video tape player. This enables teachers and students to slot video cassettes of their choice in the video cassettes recorder (VCR). There are video cassettes on speaking Arabic and recitation of the Qur'an etc. Digital video disc or digital versatile disc (DVD) is an optical disc storage media format. Its main uses are video and data storage. It stores

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photographs, map of Arab countries and the world as a whole, written information etc., and DVD player or computer programmed controls access to the information.

ICT FACILITIES FOR TEACHING AND LEARNING MULTIMEDIA

Multimedia which encompasses animation, audio, video, graphic- both two dimensional (2D) and three dimensional (3D) is another one of the most complex and rapid changing areas in ICT. It can be very entertaining, especially if it is equipped with high-end computers, all the necessary plug-ins installed and access to the internet at a quiet time. Multimedia elements if they are efficiently utilized can be useful tools to enhance the teaching and learning of Arabic and Islamic studies. Audio and video technologies are widely used by most of the websites in order to improve the way information are delivered, rather than presenting them in the text-based format. Al-islam.com (http://www.al-islam.com), Islamiccity.com (http://www.islamiccity.com), and Islamonline.net (http://www.islamonline.net) are among the Islamic website that enables the users to listen for the *khutbah* or lecturers convey by prominent Muslim scholars (Kamal-deen, 2014).

Multimedia is the use of different media to convey information, text together with audio, graphics and animation, often package on CD-ROM with links to the internet. The key elements of multiple media, user control over the learning process creating integrated learning environments multi-media-based learning is becoming increasingly popular (Oyeniyi, 2016). The term multimedia by definition means "more than one media". Hofstetter (2001) described multimedia as the use of computer to present and combine text, graphic, audio and video with links and tools that let the user navigate, interact, create and communicate. In other words, multimedia is the combination of the various digital media, into an integrated multi-sensory interactive application or presentation to convey information to an audience (Damodharran & Rengarajan, 2007).

Multimedia can be effectively used for instructional purpose and these use of multimedia in teaching and learning is not only able to maintain student's interest but also able to make them enjoy learning. Furthermore, multimedia has the potential to create high quality meaning environments, the key elements of multiple media, user control over the delivery of information and interactively can be used to enhance the learning process creating integrated learning environments multimedia-based learning is becoming more singly popular. It is up to date, in expensive to obtain and searchable. Multimedia can also be highly interactive and engaging through the use of ambition Aulis and video files games and online discussions. All these can be undertaken at any time and at any place and without the need for an outside workshop facilitation (Fien, 2009). Multimedia is the fast emerging as a basic skill that will be as important to life in the twenty –first century as reading is now. In fact, multimedia is changing the nature of reading itself. Instead of limiting us to the linear presentation of text multimedia, it makes reading dynamics by expanding the text in certain topic. This is accomplished not only by providing more text but by bringing it to life with sound, picture, music and video (Hofstetter, 2001).

Microsoft Power Point if efficiently used can enhance the teaching of Science education. Microsoft Power Point programme can be used to modify the contents of the materials for presentation in the class. It helped to represent them in a more meaningful way, using different media elements. By in cooperating multimedia elements into the project, the student can be able to learn better and more motivated to pay more attention to the information presented and retain the information better (Abdullahi, 2013). As observed above by Abdullahi, Arabic and Islamic studies could also be taught efficiently and effectively using Microsoft Power Point.

Internet is a computer network consisting of a worldwide network of computer networks that use the TCP/IP network protocols to facilitate data transmission and exchange. It is a network of networks that consist of privates, public, academic, business and government networks of local to global scope linked by a broad array of electronic, wireless and optical networking technology. This therefore it carries a vast range of information resources and service such as the inter-linked hypertext document and application of the worldwide web (www) electronic mail telephone and file shirring (www.technopedia.com). In the borderless globalization of information era, internet plays a vital vote as knowledge disseminator, nothing can stop us from getting what we want to know, we want to see and to listen because internet can be accessed by everybody. Whether it is harmful or useful, it depends on us how to decide. There is some website used to enhance internet such as FACEBOOK, YOU-TUBE, IMO, SKYPE etc. One of the famous websites to use to enhance is YOU-TUBE websites. YOU-TUBE website is a popular video sharing website where users can upload, view and share video clips. YOU-TUBE has become an enormously popular form of web 2.0 new media, it could be noted that a recent articles in wired cities which is an average of 65,000 uploads and 100 million video viewed per-day on YOU-TUBE that is, this numbers shows how great the response that YOU-TUBE gets from the viewer's especially why in teaching Arabic and Islamic Studies, researcher of teenagers.

Also had integrated some video clips from the website into teaching and educational and motivational tools. However, a greater deal of the mediums power lies not in itself but as a means of towards achieving tearing goals and objectives (Rozinah, 2005). Effectives instructional video is not television to student instruction but rather teacher-to-student with video as a vehicle for discovery (Hofstetter, 2001; Oyeniyi, 2016). The www technology has emerged as a clear leader in ICT application

as evidenced by its enormous user number. The www technology enables fast and convenient user access to obtain data from a variety sources on the internet, which are the retrieved and displayed on the users' web browser in various formats including text audio, video and so on. Therefore, the www provides efficient mechanisms for information showing between millions of world-wide-webs, or simply web is a way accessing information over the medium of the internet. It is an information sharing model that is built on top of the internet. Worldwide web is more a way of thinking about and organizing information storage and retrieval than it is a technology. As such, its history goes back many years, two important innovations played key roles in making the internet easier to use and more accessible to people who were not research scientists (Callaghan, 2012).

An alternative mechanism for digital Qur'an has become evident with the use of portable digital devices that enables the spread of teaching Glorious Qur'an, Portable Digital Assistants (PDA), Mobiles, handheld, I pods, Mp3/415 players' The handheld digital Qur'an is dedicated for teaching Qur'an through Multimedia recitation visual text displays and translation, while the remaining technologies facilitates the teaching of Glorious Qur'an following software installation. Advantageously, portable digital devices allow the users to read and listen to the Qur'an while on the move thereby removing of a single static environment (Oyeniyi, 2016).

STATEMENT OF THE PROBLEM

Fiqh al-Jinayat (IIP2003) dan Fiqh al-Muamalat (IIP 2002) merupakan subjek teras bagi program Sarjana Muda Syariah di Akademi Pengajian Despite the local, national and international relevance of ICT in every facet of teaching and learning process, some tutors are still using traditional method of teaching and learning. It is on this note that the researcher conducts a research on the attitude of secondary school Arabic teachers as regard the usage of ICT for teaching and learning process in Ilorin South Local Government in Kwara State. The result of research conducted by Ajayi and Ekundayo (2009) on "the application of ICT in Nigeria Secondary Schools" showed that facilities like computers , radio, (Tape Recorders), television sets, video disc players, bullet board were available in school, while some facilities like projector, electronic notice boards, internets, filmstrips are security available in school. Furthermore, it is only Fakomogbon (2003), Iwu's (2006) and Ajayi's (2007) studies that were conducted in Nigeria but not in Ilorin, Kwara State. These studies did not also address the attitude of ICT to the teaching and learning of Arabic language. To the best of this researcher's knowledge, no study had been conducted on secondary school teachers' attitudes on information and communication technology tools for teaching Arabic Language in Ilorin South Local Government Area. This is part of the gap that this study intends to fill.

PURPOSE OF THE STUDY

The purpose of this study is to examine secondary school teachers' attitude on information and communication technology tools for teaching Arabic Language in Ilorin South Local Government Area. Specifically, this study aims at finding out: the attitude of secondary school teachers' attitude on information and communication technology tools for teaching Arabic Language in Ilorin South Local Government Area.

RESEARCH TYPE

This study adopted a descriptive survey research type. A descriptive research involves a systematic attempt to describe the characteristics of a given population or areas of interest, factually, to ensure meaningful description of situation (Daramola, 2001). Thus, a descriptive survey research is considered appropriate for this study because the researcher is interested in examining the teachers' attitude on the use of information and communication technology tools for teaching Arabic language in Ilorin-South secondary schools.

POPULATION, SAMPLE AND SAMPLING TECHNIQUES

The population for this study were all secondary school teachers in Ilorin South Local Government Area. The target population were all teachers teaching Arabic language at the senior secondary school level in Ilorin South Local Government Area comprising thirty (30) Public and twenty (20) private Senior Secondary School. Purposive sampling technique was used to select three (3) senior secondary school Arabic language teachers in each of the school that make up fifty (50) schools in Ilorin South. i.e., a total number of one hundred and fifty respondents for this study. This sample was choosing because of number of teachers of Arabic language that were not much and also, it enabled researcher to use the available teachers. Moreover, purposive sampling is used in research if the respondents are not many.

INSTRUMENTATION

The instrument for the study was a researcher-designed checklist on secondary school Arabic teachers' attitude on the use of information and communication technology tools for teaching Arabic Language. All items on this instrument was scored on a Four-Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

In establishing the face and content validity of the instrument, the draft copy of the instrument was given to two experts in the Department of Arts Education, University of Ilorin and other lecturers for necessary corrections. The corrections made were effected and the final copies were produced to obtain information for the study.

The reliability of the instrument was determined through the test- retest method at an interval of three weeks. The results of the first and second tests were correlated using the Pearson's Product Moment Correlation Coefficient to determine the consistency of the instrument.

DATA ANALYSIS TECHNIQUES

The descriptive statistical data analysis of frequency count and percentage, mean and standard deviation were used to answer the only research question.

DATA ANALYSIS AND RESULTS

This section presents the analyses and results of the data collected for this study. Data collected from 150 senior secondary Arabic language teachers and were analysed using descriptive statistics of frequency count and percentage, mean and Standard Deviation to answer the research question.

Answering of Research Question

What the attitudes of secondary school Arabic teachers towards the use of ICT tools for teaching in Ilorin South local government area are?

Table 1: Attitudes of Secondary School Arabic Teachers' towards the use of ICT tools for teaching

S/N	Items	SA	%	A	%	D	%	SD	%	X	S. D.
1	I always feel tense and uncomfortable in using ICT for Arabic.	10	6.7	20	13.3	30	20	90	60	3.33	0.946
2	ICT is non-fascinating or uninteresting.	5	3.3	15	10	80	53.3	50	33.3	3.17	0.737
3	I get confused and I am unable to think well when using ICT for Arabic.	27	18	13	8.7	65	43.3	45	30	2.85	1.045
4	It makes me nervous to even think of solving Arabic problems.	17	11.3	29	19.3	30	20	74	49.3	3.14	1.093
5	I have never liked Arabic and it is my most dreaded aspect.	-	-	-	-	100	66.7	50	33.3	3.33	0.473
6	I approach syntax problem with hesitation resulting from a fear that I will not be able to apply its principles when using ICT.	30	20	40	26.7	50	33.3	30	20	2.53	1.028
7	I am like somebody lost in a jungle and I can't find my way out in using ICT for Arabic.	33	22	7	4.7	36	24	74	49.3	3.01	1.196
8	I hate ICT for teaching Arabic because, it affects my	10	6.7	20	13.3	30	20	90	60	3.33	0.946

	sight.										
9	I feel dull in teaching Arabic with inadequate and inappropriate ICT tools.	90	60	60	40	-	-	-	-	1.40	0.492
10	Lack of using stimulating ICT tools in Arabic lessons make me feel tense in the subject.	70	46.7	55	36.7	20	13.3	5	3.3	1.73	0.816

The above table 1 presents the frequency count and percentage, mean and standard deviation results of the data collected on the respondents. The frequency count column indicates the number of responses to each questionnaire item, while the percentage indicates the percentage of the correspond frequency of responses to the total responses. The mean was used to determine the level of respondents' attitude toward each of the question item. In measuring the level of attitude with the mean value of responses, the researcher calculated the benchmark value of mean for the responses to each question item by adding up the weight of scales and divide the obtained sum by the number of scale (i.e., (4+3+2+1)/4=10/4=2.5). Therefore, 2.5 is used as the benchmark mean score. So, any item with responses mean score below 2.5 is regarded as negative attitude, while means score of 2.5 and above is regarded as positive attitude. The comment on and interpretation of the results shows in the above table is presented in the subsequent paragraph.

The result on the table 1 indicates that out of 150 respondents, 10 (6.7%) of them strongly agreed and 20 (13.3%) agreed that I always feel tense and uncomfortable in using ICT for Arabic, while the only 30 (20%) of them disagreed and 90 (60%) strongly disagreed in subset one. Followed by subset two, 5 (3.3%) of the respondents strongly agreed and 15 (10%) agreed that ICT is non-fascinating or uninteresting while the 80 (53.3%) of respondents disagreed and 50 (33.3%) strongly disagreed. In the subset three, 27 (18%) of the respondents strongly agreed and 13 (8.7%) agreed I get confused, and I am unable to think well when using ICT for Arabic while the 65 (43.3%) of respondents disagreed and 45 (30%) strongly disagreed. 17 (11.3%) of the respondents strongly agreed and 29 (19.3%) agreed that it makes me nervous to even think of solving Arabic problems. while the 30 (20%) of respondents disagreed and 74 (49.3%) strongly disagreed. In the subset five, 100 (66.7%) of them disagreed and 50 (33.3%) agreed that I have never liked Arabic, and it is my most dreaded aspect while none of the respondents agreed and strongly agreed. Followed by subset six, 30 (20%) of them strongly agreed and 40 (26.7%) agreed that I approach syntax problem with hesitation resulting from a fear that I will not be able to apply its principles when using ICT while the 50 (33.3%) of the respondents disagreed and 30 (20%) strongly disagreed. 33 (22%) of the respondents strongly agreed and 7 (4.7%) agreed that I am like somebody lost in a jungle and I can't find my way out in using ICT for Arabic while the only 36 (24%) of the respondents disagreed and 74 (49.3%) strongly disagreed in subset seven. In the subset eight, 10 (6.7%) of them strongly agreed and 20 (13.3%) agreed that I hate ICT for teaching Arabic because, it affects my sight while the only 30 (20%) of them disagreed and 90 (60%) strongly disagreed. 90 (60%) of them strongly agreed and 60 (40%) agreed that I feel dull in teaching Arabic with inadequate and inappropriate ICT tools while none of the respondents disagreed and strongly disagreed in subset nine. In the last subset, 70 (46.7%) of the respondents strongly agreed and 55 (36.7%) agreed that lack of using stimulating ICT tools in Arabic lessons make me feel tense in the subject while the only 20(13.3%) of the respondents disagreed and 5 (3.3%) strongly disagreed. This can be summaries that large percentage of the respondents agreed that attitudes of secondary school Arabic teachers towards the use of ICT tools for teaching in Ilorin South Local Government Area is positive.

In addition, the mean score for questionnaire items 1, 2, 3, 4, 5, 6, 7 and 8 is 3.33, 3.17, 2.85, 3.14, 3.33, 2.53, 3.01 and 3.33 respectively which is above 2.5 benchmark and therefore the respondent attitude is positive on these items, while the mean score for items 9 and 10 is 1.40 and 1.73 accordingly, which is below the 2.5benchmark and the respondents' attitude regarding these two items is negative. It is revealed in the above table that the general mean score of response to all the items is above 2.5 benchmark except for only two items. It can therefore be generally perceived that the attitude of respondents is positive as it can be seen from the results.

SUMMARY OF THE FINDING

Findings obtained from this study were summarized as attitude of secondary school Arabic teachers towards the use of ICT tools for teaching in Ilorin South local government area is positive.

DISCUSSION OF THE FINDINGS

Due to the fact that large percentage of respondents according to table one agreed that attitudes of secondary school Arabic teachers toward the use of ICT tools for teaching is positive, therefore, the finding of this study showed that attitude of secondary school Arabic teachers towards the use of ICT tools for teaching in Ilorin South Local Government Area is positive. This result also corroborated with Adegbija's (2012) finding that students who have positive attitudes towards the use of ICT tools for teaching. Their positive attitudes on ICT will assist them to effectively use multimedia for instructional purposes, not only to maintain student interest, but also to maintain their interest and also to make them enjoy learning.

CONCLUSION

Attitude of secondary school Arabic teachers towards the use of ICT tools for teaching in Ilorin South local government area is positive. In view of the findings of this study, the following recommendations were made:

1- Government at all levels should assist in the provision of more modern Information and Communication Technology tools in secondary. These include satellite broadcast, digital player computer, Power Point and so on. Also, the ministry of education should be inspecting and monitoring the use of available Information and Communication Technology tools in the schools more especially its usage in teaching Arabic language.
2- Teachers of Arabic should be trained with the requisite technical or Information Technology (IT) skills to manage resources effectively and assist students in their quest for information needed to meet their diverse needs.

This study focused on the teachers attitudes on the use of information and communication technology tools for teaching Arabic language in Ilorin-South secondary schools alone, further study should be conducted:

1- Using other higher institutions of learning in Kwara State.
2- This study could even be replicated using more than 150 teachers of Arabic with inclusion of some other variable.
3- This study can also be extended outside Kwara State with more robust statistical techniques.
4- Utilisation of information and communication technology tools for teaching Arabic Language in Oyo State, Nigeria based on school type, location and age.

Research and Publication Ethics Statement

It has been the usual practice of the author to make meaningful contributions to research and publication in the field of education, specifically, contributions on curriculum development, Arabic language education and related fields. The author has published many articles on the themes said above. It was his opinion that this piece of article will find a long issue to address on how the teachers of Arabic language could make better use of information and communication technology tools in Ilorin South local government area and other places of the world.

Contribution Rates of Authors to the Articles

The sole author contributed immensely to the production of this article in term of literature review, topic formation, analysis of data technique and editing of the language involved. As for the second author, he assisted in distribution of questionnaire to Arabic teachers in Ilorin South local government area and he also contributed to downloading relevant literature review.

Conflict of Interest

The authors declare that they have no conflict of interest.

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