AVAILABILITY AND USE OF ICT TOOLS FOR TEACHING ARABIC LANGUAGE IN COLLEGES OF EDUCATION IN NORTH-CENTRAL NIGERIA

BY

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ARABIC LANGUAGE EDUCATION

A THESIS TO BE PRESENTED TO THE DEPARTMENT OF ARTS EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF ILORIN, ILORIN, NIGERIA, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY (PhD) DEGREE IN ARABIC EDUCATION

توافر واستخدام أدوات تكنولوجيا المعلومات والاتصالات لتدريس اللغة العربية في كليات التربيةْ، الشمال الأوسط, نيجيريا

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بحث مقدم إلي قسم الآداب التربية, كليَة التربية, جامعة إلورن, نيجيريا, كجزء من متطلبات الحصول على درجة الدكتوراه فى التربية العربية

CERTIFICATION

This is to certify that this study was carried out by SANNI, AbdulHameed Muhammed and has been read and approved as meeting part of the requirements of the Department of Arts Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria for the award of Doctor of Philosophy (Ph.D.) Degree in Arabic Education.

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DEDICATION

This work is dedicated to:

The Almighty Allah who taught by the pen, taught man what he knows not;

The Holy Massager of Allah, Muhammad (S.A.W.);

My father, Alfa Muhammad Sanni Akanbi (Baba Ibadan), Elegede;

My mother, Zulaiah Muhammed Akanbi, Elegede; and

All lovers of education.

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كلمة الشكر والتقدير

الحمد لله رب العالمين، الرحمن الرحيم الذي علم الإنسان مالم يعلم،الذى أمدني في عمري لإكمال هذه الدراسة.

إن تقديري الذي لا يماله شيء يجرى إلى مربي ومدرسي ومشرفي السابق و الحالي/ الأستاذ الدكتور عبد الغني عبد السلام أولادشو والأستاذ الدكتور يحي امام، اللذان انفقا أوقاتهما للقراءة وإجراء التصحيح واقتراحات هادفة لجعل هذه الدراسة تتمتع بالمعايير المطلوبة. باركهما الله وأهلهما ؛ وحفظهما ورعاهما. كما أتوجه بخالص الشكر إلى والدنا في القسم، الأستاذ الدكتور عبد الرحيم أديبايو محمد الأول، الذى درسني من مستوى الدبلوم إلى المستوى الذي أنا عليه اليوم، الذي خصص وقته لهذه الدراسة. وأذكر الراحل الدكتور حامد أولاغنجو من قسم اللغة العربية؛ رحمه الله، وأنا مدين لأستاذ الدكتور عبد الرحيم يوسف بقسم تربية العلوم الاجتماعية، كما إنني أقدر اسهامات الأستاذ الدكتور زكريا إدريس أبو حسين، الذى هو المشرف الداخلي والخارجي.

وأعرب أيضا عن خالص امتناني لهؤلاء الدكاترة محمد جامع إدريس، وإبراهيم إسحاق، محي الدين أولإتن أبوولا بسبب انتقاداتهم وتعليقاتهم واقتراحاتهم المفيدة. وأطيب تقديري لجميع المحاضرين الأعلام في قسم الآداب والتربوية والأقسام الأخرى في كلية التربية، جامعة إلورن، إلورن، نيجيريا.

كما أعرب عن عميق امتناني لجميع المحاضرين الأعلام في قسم اللغة العربية، كلية الآداب، جامعة إلورن، إلورن، نيجيريا. على تضحيتهم في المنح الدراسية التي استفدت منها كثيرا كطالب في مرحلتي الليسانس والماجستير.

وأعرب عن شكري العميق والصادق لعائلتي في قدرتها على التحمل خلال هذه الدراسة؛ الحاجة أمنية الإمام عبد الحميد؛ وأولادها؛ وأخي الصغير إسحاق عبد القادر توفيق لمعوناته مالية, إخي الكبار وجميع أفراد الأسرة. جعل الله لأسرتنا حبلا متينا.

أخيرا، أقر شكرى لأعضاء الموظفين في وزارة التعليم والتنمية البشرية في ولاية

كوارا، مكتب ضمان الجودة، على مساهماتهم في نجاح هذه الدراسة. على وجه التحديد،

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ABSTRACT

Arabic language is one of the tools used to access information on the World Wide Web like other major world languages such as Chinese, English, French, Hausa, Igbo, and Yoruba. Its teaching and learning could also be enhanced through the use of Information and Communication Technology (ICT) tools. However, the inadequate availability and lackadaisical attitude of some teachers to the use of ICT tools in some educational institutions are factors responsible for the low enrolment and poor performance of students in Arabic at the higher institutions. This study aimed at investigating the level of availability and use of ICT tools for teaching Arabic Language in Colleges of Education in North-central, Nigeria. The objectives were to: (i) examine the level of affordability, adequacy, accessibility and functionality of ICT tools; and (ii) establish teachers' attitude towards the use of ICT tools for teaching Arabic Language based on gender, qualification, experience and college ownership.

This study was a descriptive survey research type. The target population and sample consisted of all the 75lecturers of Arabic language in the 15 Colleges of Education in the North-central, Nigeria which comprised Benue, Kogi, Kwara, Nasarawa, Niger, Plateau and the FCT-Abuja. The study sample was purposively drawn from the colleges where Arabic language was taught. A researcher-developed questionnaire with reliability index of 0.78 and an oral interview schedule were used for data collection. Percentage, One-way Analysis of Variance and the t-test were used for data analysis at 0.05 level of significance.

The findings of the study were that:

i. out of 23 ICT tools assessed, 14(60.9%) were available while 9(39.1%) were not available; 12(52.2%) were usable while 11(47.8%) were not usable;
ii. 21(91.3%) were affordable and 2(8.7%) were not affordable;11(47.8%) were adequate while 12(52.2%) were not adequate; 12(52.2%) were accessible and 11(47.8%) were not accessible;12(52.2%) were functional and 11(47.8%) were not functional; and
iii. there was no significant difference in teachers' attitude towards the use of ICT tools to teach Arabic language based on gender ($t=0.384$, $p=0.702> 0.05$); qualification ($F=1.80$, $p=0.154> 0.05$); experience ($F=0.774$, $p=0.465> 0.05$) and college ownership ($F=2.661$, $p=0.077 > 0.05$).

The study concluded that teachers' gender, qualification, experience and college ownership did not determine the availability and use of ICT tools for teaching Arabic language in colleges of education. The implication is that the availability and use of ICT tools for teaching Arabic language in colleges of education is not premised on the predictor variables examined in the study. The study recommended that the government/private proprietors should intervene in the procurement of those unavailable ICT tools.

Word Count: 420 words

ملخص

لا تزال اللغة العربية من إحدى الأدوات المستخدمة للوصول إلى المعلومات على الشبكة العنكبوتية العالمية وهى مثل اللغات الأخرى كاللغة الصينية والإنجليزية والفرنسية والهوسوية والإغبوية واليوربابة. كما يمكن تعزيز تعليمها وتعلمها من خلال أدوات التكنولوجية اللمعلومات والاتصالات.

وتمثل أهداف الدراسة في:

أ- البحث في مستوى توافر واستخدام أدوات التكنولوجية اللمعلومات والاتصالات لتدريس اللغة العربية في كليات التربية في الشمال الأوسط بنيجيريا.

ب- تحديد موقف المعلمين من استخدام أدوات التكنولوجيا اللمعلومات والإتصالات لتدريس اللغة العربية على أساس النوع والمؤهلات والجنس والخبرة وملكية الكلية.

كانت هذه الدرسة معتمدة على نوع المنهج الوصفي الاستقصائي مع استعمال الاستبانة المقابلة الشفهية لجمع المعلومات من جميع محاضري اللغة العربية الخمسة والسبعين (75) المجودين في خمس عشرة كلية للتربية في الشمال الأوسط, نيجيريا مع مقر العاصمة الفيدرالية (أبوجا)

وكانت النتائج أن:

أ- من أصل (23) أدوات التكنولوجية اللمعلومات والإتصالات التي تم تقييمها؛ 14 كانت موجودة بينما 9 لم تكن موجودة؛ 22 كانت متناولة و2 لم تكن متناولة؛ 11 كانت كافية بينما 12 غير كافية؛12 يمكن قابلة للوصول، 11 كانت غير قابلة للوصول؛ 12 كانت عاملة و11 لم تكن عاملة؛ و12 كانت مستعملة 11 غير مستعملة.

ب- أن جنس محاضرين اللغة العربية ومؤهلاتهم وخبراتهم وملكية الكليات غير مؤثرة تأثرا ملموسا في سلوكيتهم لاستخدام أدوات التكنولوجيا اللمعلومات والاتصالات في تدريس اللغة العربية في كليات التربية.

أوصت هذه الدراسة بضرورة بأن تتداخل ملكية الحكومة والخاصة في شراء أدوات التكنولوجيا اللمعلومات والاتصالات التي لا يمكن تحملها.