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Research

ICT Awareness and Its Influence on Technology Integration in Arabic Language Teaching: A Correlational Study of Joint-Administered and Self-Managed Madaris in Lagos State, Nigeria

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Abstract: In order to effectively teach languages in the twenty-first century, information and communication technology (ICT) integration has become essential. However, little is known about how teachers' knowledge of ICT affects its use in faith-based learning environments, especially in Madaris education in Nigeria. This study looked at how Arabic teachers use of ICT for teaching Arabic at joint-administered and self-managed Madaris in Lagos State, Nigeria, related to their awareness of ICT. A validated questionnaire was used to gather data from Arabic teachers using a correlational research design. Data was analyzed using Pearson Product Moment Correlation (PPMC) at the significance level of 0.05. The results showed a statistically significant positive correlation between instructors' ICT awareness and their degree of ICT use in Arabic language instruction. The study comes to the conclusion that teachers are more ready and capable of incorporating technology into Arabic instruction when they are more knowledgeable of ICT tools and pedagogical uses. To improve ICT integration in Madaris education, the report suggests focused awareness-driven professional development initiatives and policy support.

Keywords: ICT awareness, Arabic Language Teaching, Madaris Education, Technology Integration, Faith-Based Schools.

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Introduction

Globally, teaching and learning procedures at all educational levels have been revolutionized by the fast advancement of information and communication technology (ICT). ICT increases learner engagement, makes a variety of instructional resources more accessible, and encourages creative pedagogical approaches, especially in language instruction (Chisunum, & Nwadiokwu, 2024). The role of instructors in deciding the effectiveness of ICT integration has received more attention in recent years, and knowledge has been found to be a essential element influencing uptake and utilization (Lawrence, & Tar, 2018).

For Arabic and Islamic subjects to be taught and studied in Nigeria, Madaris, or Islamic schools, are essential. Despite their importance, many Madaris are still left out of innovative educational programs and technological advancements. Arabic language instruction in Madaris has traditionally relied on conventional teaching methods, which are often characterized by rote memorization and a dearth of educational resources (Mardani, & Syafei,2025). Numerous potential exist for improving learner motivation, instructional delivery, and overall teaching efficacy through the use of ICT in Arabic education. Indeed, the employing of information and communication technology (ICT) in Arabic education in Nigeria necessitates a reorientation. Today's world of information and communication demands innovative language education techniques that match the demands of the explosion of knowledge and technological advancement. According to Al-Qahtani, (2024), teaching languages is an art that has to stay up with technology advancements that are beneficial for both teaching and learning language abilities. Giving students access to language content is an engaging method of assisting them in acquiring a variety of language abilities through the use of computers, multimedia, and internet technologies under supervision and on their own. It creates an atmosphere for active learning that is bolstered by the use of sound in movies, viewing real-world applications, and language practice.

However, the availability of technology resources is not the only requirement for successful ICT integration. Technology adoption is greatly influenced by teachers' knowledge of ICT tools, their pedagogical value, and their prospective educational advantages (Lawrence, & Tar, 2018). Even in cases where infrastructure is present, a lack of awareness may result in underutilization of existing resources. Since there is still a dearth of empirical research on ICT awareness in faith-based educational contexts, this problem is especially severe there.

Therefore, this study examines the connection between Arabic teachers' ICT awareness and how they use it to teach Arabic in joint-administered and self-managed Madaris in Lagos State, Nigeria.

Research Questions

1. Is there a significant relationship between Arabic teachers' ICT awareness and their utilization of ICT in Arabic language teaching?

Research Hypothesis

H_{01}: There is no significant relationship between Arabic teachers' ICT awareness and their utilization of ICT in Arabic language teaching in Madaris in Lagos State.

Literature Review

Theoretical Framework

According to Feng, & Haridas (2025), Unified Theory of Acceptance and Use of Technology (UTAUT),developed by Venkatesh et al. (2003). This powerful mega-theory combines eight previous models, including the Technology Acceptance Model and Diffusion of Innovation, into four primary determinants: Performance Expectancy (usefulness), Effort Expectancy (ease of use), Social Influence (pressure from peers and superiors), and Facilitating Conditions (infrastructure and support) (Kroqi, 2016). The theory is particularly helpful for your inquiry since it considers the "Facilitating Conditions" that likely vary significantly between joint-administered and self-managed Madaris in Lagos. Despite having a high level of ICT knowledge (which boosts performance expectations), a teacher's actual technology integration may be hindered by faulty hardware or electricity (Facilitating Conditions). Instead of only having a willingness to use technology, Unified Theory of Acceptance and Use of Technology (UTAUT) allows you to connect awareness to the practical realities of the social and structural environment within the Madaris system.

Conceptual Framework

Concept of ICT Awareness Among Teachers

Teachers' ICT awareness is the extent to which educators are aware of the availability, applicability, and pedagogical uses of digital instruments in teaching and learning (Alenezi, 2018). Adoption begins with awareness, which comes before perception, readiness, and actual use of technology. ICT awareness in language education refers to knowledge of digital texts, online resources, learning management systems, multimedia technologies, and communication platforms that improve language instruction (Chapelle,

2019). Due to the availability of specialized resources such digital Qur'anic texts, Arabic typefaces, language apps, and e-learning platforms, awareness is especially crucial for teaching Arabic (Prasetia, et. al., 2025).

ICT Awareness and Usage in Educational Settings

Research has consistently shown that teachers' ICT awareness and usage are positively correlated. Teo, et. al., (2018), discovered that teachers are more inclined to incorporate technology into class activities if they are aware of ICT tools and their educational advantages. In a similar vein, Tadesse, (2015), found that awareness strongly predicts how frequently and how well instructors use ICT. Lack of knowledge continues to be a significant obstacle to ICT inclusion in underdeveloped nations. According to Olubowale, (2019), even in situations where resources are accessible, teachers who have little experience with ICT frequently just use conventional teaching techniques. Yakub, (2020), observed that awareness levels differ greatly in Nigerian Islamic schools, mostly because of differential access to facilities and instruction.

Awareness in Madaris Education

The Madaris of Lagos State's knowledge of information and communication technology (ICT) is essential to the extent to which technology is successfully integrated into Arabic language training. In a correlational study, ICT awareness encompasses more than just identifying digital technology; it also involves the technical literacy and cognitive readiness of educators to use online platforms, multimedia resources, and language software to enhance language proficiency. In jointly administered Madaris, where formal frameworks are often provided by government or organizational monitoring, standardized training and better infrastructure access may boost ICT comprehension. However, in self-managed Madaris, awareness is frequently raised by administrators' own initiative and internal capacity to organize resources.The distinction in awareness has a significant impact on the extent of technology integration. A lack of digital competency may require teachers to resort on traditional rote-learning methods, even if strong ICT awareness enables the shift to interactive and learner-centered Arabic instruction. Regardless of management style, the correlation ultimately shows that boosting ICT knowledge is the critical first step in addressing the digital divide, ensuring that Arabic education in Lagos remains relevant in an increasingly globalized and technologically advanced world.

There is little but growing research on ICT awareness in Madaris. Arabic teachers in Lagos State Madaris show a moderate grasp of generic ICT tools but a low awareness of

digital resources unique to Arabic, according to Lawal and Yusuf (2021). This disparity limits the useful application of ICT in Arabic education. Additionally, research indicates that Madaris that operate outside of governmental frameworks frequently lack organized ICT orientation programs, which further reduces instructors' understanding (Adebayo & Kareem, 2020).

Methodology

Research Design

The study adopted a correlational research design, appropriate for examining the degree of relationship between teachers' ICT awareness and ICT utilization.

Population and Sample

The population comprised all Arabic language teachers in joint-administered and self-managed Madaris in Lagos State. A sample of 150 Arabic teachers was selected using a stratified random sampling technique to ensure representation across school types.

Instrumentation

Data were collected using a self structured questionnaire titled: **Arabic Teachers' ICT Awareness and Utilization Questionnaire (ATICAUQ)**

Instrument Sections

Section A: Demographic information

Section B: ICT Awareness Scale (knowledge of ICT tools, applications, and pedagogical uses)

Section C: ICT Utilization Scale (frequency and manner of ICT use in Arabic teaching). Responses were rated on a 4-point Likert scale ranging from Strongly Agree to Strongly Disagree.

Validity and Reliability

Content and face validity were established by experts in Arabic education and educational technology. Reliability was confirmed using Cronbach's Alpha, yielding a coefficient above 0.70.

Method of Data Analysis

Pearson Product Moment Correlation (PPMC) was used to test the hypothesis at a 0.05 level of significance.

Data Analysis, Result & Interpretation

Table 1: Demographic Characteristics of Respondents

Variable	Category	Frequency	Percentage
School Type	Joint-administered Madaris	78	52.0
	Self-managed Madaris	72	48.0
Teaching Experience	1-5years	34	22.7
	6-10years	61	40.7
	11years & above	55	36.6
ICT Traininig Attended	Yes	59	39.3
	No	91	60.7

Table 1: This table shows that respondents were equally divided between Self-managed Madaris and Joint-administered Madaris. There was adequate exposure because the majority of the teachers had been in the classroom for more than five years. However, the fact that more than half of the respondents had not had any ICT training revealed an enormous gap in professional development.

Table 2: Mean & Standard Deviation of Arabic Teachers' ICT Awareness

ICT Awareness Items	Mean	Std.Dev
Awareness of basic ICT tools	3.12	0.68
Awareness of ICT foe lesson preparation	3.05	0.71
Awareness of ICT for Arabic Language Instruction	2.97	0.75
Awareness of online Arabic learning resources	2.88	0.79
Grand Mean	3.01	0.73

Table 2: The grand mean of 3.01 shows that Arabic teachers in Madaris have a good level of ICT awareness.Teachers were more familiar with lesson planning apps and fundamental ICT tools, but they were less familiar with Arabic-specific internet resources.

Table 3: Mean & Standard Deviation of ICT Utilization in Arabic Teaching

ICT Utilization Items	Mean	Std.Dev
Use of PowerPoint/Multimedia	2.84	0.77
Use of Digital Arabic Texts	2.76	0.81
Use of Internet Resources for Teaching	2.69	0.83
Use of ICT for Students' Assignments	2.62	0.86
Grand Mean	2.73	0.82

Table 3: The findings show that Arabic teachers use ICT at a moderate level. Although there was a high level of awareness, actual classroom usage was lower, indicating the impact of intervening variables like infrastructure and training.

Table 4: Pearson Product Moment Correlation Between ICT Awareness and ICT Utilization

Variables	N	r-value	p-value	Decision
ICT Awareness vs ICT Utilization	150	0.642	0.000	Significant

Table 4: This table shows a strong positive and statistically significant relationship between ICT awareness and ICT utilization ($r = 0.642$, $p < 0.05$). This implies that increased awareness significantly increases the likelihood that teachers will include ICT into Arabic language training. The null hypothesis was therefore rejected.

Results

The usage of ICT in Arabic language instruction and the ICT competency of Arabic teachers were significantly positively correlated ($r > 0$, $p < 0.05$). As a result, the null hypothesis was rejected, suggesting that higher ICT use in Madaris schools is linked to Arabic teachers increased ICT awareness.

Discussion of Findings

The finding of this study show that ICT awareness has a major impact on how technology is used in Arabic language instruction. This is consistent with research on educational technology that highlights awareness as a key component of ICT adoption. Teachers are more inclined to use technology into their lesson plans if they have a sufficient understanding of ICT tools and their educational value.

In the context of Madaris education, a better understanding allows Arabic teachers to become familiar with cutting-edge teaching techniques including digital texts, multimedia presentations, and online learning materials. The results also imply that, even in educational settings with limited resources, raising ICT awareness could be an affordable way to improve technology integration.

Recommendations

1. ICT awareness workshops for Arabic teachers in Madaris should be established by the government and educational stakeholders.

2.Teacher training institutions should incorporate ICT awareness modules into Arabic teacher education programmes.

3. Madaris administrators should support teachers' collaborative ICT learning and peer mentoring.

Conclusion

This study concludes that the degree of ICT utilization in Arabic language instruction in Madaris, Lagos State, is significantly influenced by Arabic teachers familiarity of ICT. For ICT integration in faith-based educational settings to be successful, Arabic teachers' knowledge must be raised through training and exposure.

Furthermore, the disparity observed between high awareness levels and moderate actual utilization underscores the critical role of Facilitating Conditions as outlined in the UTAUT framework. While Arabic teachers may possess the cognitive readiness to adopt digital tools, the lack of consistent ICT training affecting over 60% of the surveyed population and potential infrastructural deficits remain significant barriers. This suggests that awareness alone is a necessary but insufficient condition for transformation; it must be coupled with institutional support and the provision of specialized digital resources tailored to the unique linguistic requirements of Arabic pedagogy.

Ultimately, bridging the digital divide in Lagos State Madaris requires a strategic shift from general ICT literacy to specialized technological pedagogical content knowledge. By addressing the specific needs of both joint-administered and self-managed Madaris' stakeholders can ensure that Arabic and Islamic education evolves in tandem with global technological trends. Strengthening the relationship between what Arabic teachers know and what they can practically implement will not only modernize the Madaris system but also empower Arabic students with the competitive linguistic and digital competencies required in the 21st century.

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