EXPLORING BANGLADESHI ARABIC TEACHERS' ATTITUDES TOWARD TECHNOLOGY INTEGRATION IN THE CLASSROOM

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ABSTRACT

This research was conducted to analyze the attitudes, goals, and difficulties faced by Arabic teachers in utilizing technology in the classroom within the context of Bangladeshi society. To accomplish this goal, a quantitative and descriptive strategy was used in the research project, founded on empirical data gathered through a questionnaire. The participants in the study were fifty-three Bangladeshi teachers of different levels who taught Arabic. They reported having positive attitudes toward the application of technology in educational settings; however, the results showed that technology was used in a limited manner. Respondents noted that they primarily used ICT or mobile devices for personal rather than instructional purposes. The study recommends enhancing teachers' knowledge and skills to strengthen their understanding of technology use in education and to encourage its implementation for teaching and learning. Considering the universality of technology and its widespread adoption for personal use, the integration of technological topics into Arabic curricula and syllabi in Bangladesh may continue to progress in the country.

KEYWORD

Teachers' attitudes, Arabic teachers, Technology, Educational technology, Technology implementation, Bangladesh.

INTRODUCTION
Background of the Study
In recent years, there has been growing interest worldwide in integrating technology into educational environments. It is increasingly recognized as a powerful tool for enhancing teaching and learning, enhancing student engagement, and providing access to a wide range of educational resources. This recognition has led to its widespread use in various educational settings.

Current technological advances have an impact on the education and skills required for individuals in the information society to use technology effectively and succeed in the technological environment. (Mishra & Koehler, 2006)

To adapt to these changes, teachers must acquire competence in using technology. This remains one of the critical aspects of education. In addition to technological advances, changes in education systems also require adjustments to learning and teaching practices.

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Technology is increasingly being used in madrasas, especially in high schools, colleges, and universities, and teachers are almost obligated to use it. (Leidner & Jarvenpaa, 1995).

Islamic Studies is a multidisciplinary field encompassing the study of the Quran, hadith (prophetic traditions), Islamic jurisprudence, Islamic history, and other Islam-related topics. In Bangladesh, teaching and learning methods for Islamic Studies have traditionally been based on conventional approaches such as lectures, textbooks, and face-to-face interaction. However, technological advances now make it possible to integrate digital tools and resources into Arabic instruction.

Understanding Arabic teachers' attitudes and perceptions toward the use of technology in the classroom is crucial for developing effective methods that meet the needs and expectations of both teachers and students. By examining individual attitudes, beliefs, and concerns about this topic, researchers and educational leaders can identify factors that promote or hinder the integration of technology into Arabic instruction.

Although there is little research focusing exclusively on the perspectives of Arabic teachers in Bangladesh, studies conducted in other contexts provide valuable insights. (Hamid & Ali, 2021). For example, Ertmer et al. (2012) examined the factors influencing teachers' overall technology acceptance. Their findings highlighted the importance of teachers' attitudes as a meaningful indicator of technology acceptance. A similar study by Touray et al. (2013) examined the perspectives and challenges of university teachers in Bangladesh regarding technology integration. The findings of this study offered insightful information about the overall educational environment.

Teachers can prepare lesson plans, create worksheets, monitor records, and communicate with parents using computers. However, it appears that educators are more inclined to use technology to supplement their existing methods. Every teacher and student should have access to computer-based technologies (CBTs), such as laptops, the internet, and computers, so that everyone can learn in the digital era and the digital divide can be reduced. According to researchers, one of the most essential factors in supporting student learning is the use of computer-based tools (Keengwe et al., 2011).

This study examined Arabic teachers' views on the use of technology in higher education. Universities, the government, and other key authorities have consistently invested in computer-based technologies in the hope that providing stakeholders with access to these tools will also improve their effectiveness in education (Pettersson, 2017). This study examined what Arabic teachers thought about the use of technology in higher education. Universities, the government, and other key authorities have always invested in computer-based technologies, hoping that giving stakeholders access to these tools would help them perform better in education, according to Hariadi et al. (2016). However, empirical evidence suggests a gap between expectations and actual practice. University faculties have been found to use these technologies in the least effective ways (Olofsson et al., 2018). To learn more about what Arabic instructors in Bangladesh think about using technology in their classes, a comprehensive study involving survey questionnaires, interviews, or focus group discussions could be conducted. Such a study would allow for a thorough examination of teachers' viewpoints, the identification of potential limitations in technology use, and the recommendation of actions to promote the effective integration of technology in Arabic classes.

Significance of the Study

This study makes a significant contribution by highlighting Arabic teachers' perspectives on technology integration in education. In light of rapid technological advancement and its growing role in education, recognizing its potential to strengthen teaching practices is

essential. The outcomes of this study are expected to provide education officials and key decision-makers with a clear understanding of the perspectives of Arabic teachers regarding the use of technology in the classroom. They will also help identify key challenges faced by educators when integrating technology into higher education. The findings of this study and its recommendations have the potential to guide scholars in further exploring the use of technology within the classroom, examining the topic from multiple perspectives.

Objective of The Study

The purpose of this research is to conduct a comprehensive investigation into the perspectives of Arabic teachers on the use of technology in the learning environment. This study aims to provide a clear understanding of the extent to which technology is adopted as an educational tool in Arabic education by examining the beliefs, experiences, and viewpoints of those engaged in the field. The goal of this in-depth study is to identify factors that promote or hinder the effective use of technology and to provide insights for improving teaching practices in this academic field. This goal will be achieved through the implementation of a comprehensive research strategy.

LITERATURE REVIEW

Teachers' Attitudes toward Technology

Approximately one-quarter of educators surveyed reported perceiving only benefits from incorporating technology into the classroom. No significant differences were found between teachers of different genders or experience levels regarding their views on technology use in education (Mahajan, 2016).

From a teacher's perspective, computers serves as valuable tool for adapting to students' individual needs and learning styles. However, effective use of digital tools requires teachers to possess technological familiarity, adequate time, support teams, relevant experience, resources, and administrative backing (Leidner & Jarvenpaa, 1995). According to Rosenberg and Foshay (2002), integrating ICT into the teaching and learning process enables teachers to engage in context-based learning. ICT-based instruction emphasizes the learning context and integrates students' real-life activities.

Bakr conducted a survey of Egyptian educators to examine their attitudes toward the use of computers in educational settings. The study involved students from 118 public schools, with an equal distribution of male and female students. The findings indicated that Egyptian public-school teachers held positive attitudes toward computers (Bakr, 2011).

The study found that teachers' attitudes toward the benefits of implementing technology in education, the level of technology efficacy, the preconditions for its implementation, and its overall effectiveness were positive (Venkatesh et al., 2003). The researchers also noted that teachers generally held favorable views regarding the use of technology in the classroom.

The findings indicate that educators generally hold favorable attitudes toward information and communication technology (ICT). However, the integration of ICT tools into classroom instruction remains limited and depends on innovative approaches. Furthermore, no significant differences were observed after the instructional period. Overall, the findings highlight the need to develop novel approaches to teacher training (Sánchez, Marcos, González, & GuanLin, 2012).

General Attitudes towards Technology

Research indicates that teachers from Generation Y (ages 26–42) hold a more positive view of using tablets in educational programs and perceive more benefits and fewer drawbacks compared to their Generation X (ages 43–65) counterparts. These findings are consistent with other studies examining teachers' attitudes toward new tools and their implementation in educational programs worldwide (Yavich & Davidovitch, 2021).

According to Angello (2015), ICT refers to the broad range of activities encompassing the development of computer hardware and software, as well as the methods used to transmit knowledge in digital formats. In the context of this study, ICT pertains to the integration of hardware and software within educational settings to enhance and optimize teaching and learning experiences. A distinction is often drawn between educational technology and technological education. However, Petrina (2003) argued that no real separation exists between the two, highlighting the importance of moving beyond the notion of artificial division. Research indicates that teachers with prior general experience tend to have a more positive attitude toward technology and are better able to recognize its educational benefits (Lawless & Pellegrino, 2007). Al-Zaidiyeen, Mei, and Fook (2010) found that instructors made limited use of information and communication technology (ICT) in their teaching. Nevertheless, the study showed that teachers generally held positive attitudes toward ICT. Moreover, a significant positive relationship was observed between the level of teachers' ICT use and their attitudes toward it.

The results show that attitudes toward information technology do not differ between men and women based on educational background, school location, language of instruction, or marital status (Islahi & Nasrin, 2019). Technology teachers tend to be more technology-oriented and better able to integrate technology into teaching. Studies also show that teachers who prioritize IT often come from computer science or STEM fields, including chemistry, mathematics, and physics. Surveys of more than 250 university instructors found that a teacher's technology orientation, computer self-efficacy, and general attitude toward IT are strong predictors of technology use in teaching (Harris & Hofer, 2011).

Attitudes toward Teaching with Technology

The UNESCO Institute for Education (2005) and Bhasin (2012) identified four stages of the integration of information and communication technologies (ICT) into education. The first stage emphasizes the importance of ICT in education. The second stage involves the deliberate integration of ICT into teaching practices. The third stage involves using ICT as a learning medium, while the fourth stage involves using ICT as a catalyst for broader educational change. According to UNESCO, Bangladesh is currently in the second stage of this process.

The study also found that only about a quarter of teachers were positive about the use of technology in education. Furthermore, no significant differences in teachers' attitudes toward the use of technology in teaching were observed based on gender or teaching experience (Mahajan, 2016). Recent research suggests that teachers have developed a positive attitude toward the use of technology in teaching and learning. This shift in perspective may be related to a shift in thinking, as most future teachers now adopt a student-centered pedagogical approach.

Pedagogical challenges arise from factors such as unequal access to learning opportunities and the need to improve the quality, relevance, and effectiveness of teaching methods (Hoque and Alam, 2010). Furthermore, Angeli and Valanides (2005) observed that teachers often view technology primarily as a tool for conveying content through presentation software rather than as a means of actively engaging students in knowledge creation.

Al Musawi et. al. (2014) found that teachers primarily use software and presentation tools to conduct and explain their lessons. Furthermore, computer training has been shown to improve teachers' attitudes toward technology. Research on online learning environments revealed constructivist perspectives among secondary school teachers and students. In one notable study, prospective teachers believed that computers would help them organize their lessons and motivate their students. However, they doubted that computers were "natural" learning tools or that they would effectively promote collaboration among students (Chai et. al. 2011).

Teaching Technology Integration: Barriers

Integrating technology into teaching continues to pose a challenge for teachers. Four major limitations have restricted its use in the past. Issues such as lack of accessibility, high costs, and teachers' limited technical knowledge often prevent the selection of appropriate technology tools for the curriculum. Teachers also face barriers to integrating technology related to time, knowledge, access, resources, and support (Muilenburg & Berge, 2001).

The first hurdle is the time commitment, as effective teaching requires planning, collaboration, preparation, and the effective use of technology. The second hurdle concerns technology preparation, which must be comprehensive, practical, systematic, progressive, and continuous to be effective (Muilenburg & Berge, 2001). Staff development is particularly beneficial for teachers when they are trained to guide their colleagues in the effective use of technology, as their experience in various fields increases their influence. Three essential factors contribute to successful technology integration. First, access is essential: Teachers need computers, computer labs, and other technology tools throughout the day. Even with sufficient time, experience, and resources, limited access can hinder the effective use of technology in the classroom (Pourhosein Gilakjani, 2013). Another important factor is resources. Implementing new technologies requires significant investments: staff training, technical support, hardware and software purchases and upgrades, classroom and laboratory setup, telephone bills, and online account fees (Muilenburg & Berge, 2001). Equally important is support, which includes both technical and administrative support. Administrative support is critical, as it affects all aspects of implementation (Ritchie & Rodriguez, 1996). Technical support assists teachers in identifying and utilizing integration methods, resources, and tools (Earle, 2002). Research shows that while teachers recognize the potential of technology, a lack of training and support limits their ability to effectively integrate it (Aulliah and Syafryadin, 2022). Furthermore, a recent study by Cruz and Rajan (2022) found that the overall use of information and communication technologies (ICT) for educational purposes in Bangladesh remains low.

Arabic Teachers' Attitudes Toward Using Technology in the Classroom

Many teachers have adapted and refined their teaching approaches due to emergence of computers. Integrating technology, particularly computers, enables educators to present lessons in a realistic and practical way that corresponds with curriculum objectives. Scholars have examined teachers' attitudes toward classroom technology use. Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur, and Sendurur (2012) reported that veteran teachers with limited or no technological background were less inclined to incorporate it into instruction and less able to recognize its educational advantages. Many teachers also believed computers would not significantly alter their teaching practices or redefine their classroom roles. Research further indicates that teachers believe individuals should trust their capacity to integrate technology effectively. Findings reveal that schools with higher socioeconomic status tend to adopt technology more enthusiastically, as teachers are confident that students have greater access to computers and digital resources at home, enabling them to complete technology-based academic tasks (Mundy, Kupczynski, & Kee, 2012). Additionally, the study highlighted that secondary school Arabic teachers in Ilorin South Local Government Area demonstrated a positive attitude toward employing ICT tools in instruction. Based on these outcomes, researchers recommended that governments at all levels ensure broader provision of ICT resources in secondary schools, including satellite broadcasts, digital media players, PowerPoint, and mini-computers (Musibau & Ibrahim, 2022).

The findings of the study indicate that teachers' willingness to adopt modern educational technologies in schools is shaped by several external factors. While they showed a strong readiness to integrate such tools into their instructional practices, they encountered

multiple challenges. These included poor coordination, lack of adequate training, limited technical assistance, and insufficient infrastructure to support modern educational technologies within the school environment (Buabeng-Andoh, 2012). Most teachers across all educational levels—elementary, secondary, and postsecondary—hold positive attitudes toward technology, particularly in contexts highlighting its benefits for teaching Arabic and improving student learning (Gonzalez, 2014). The study further reported that educators viewed the adopted software as an effective tool for enhancing student achievement and addressing academic difficulties (Al-Busaidi et. al. 2016).

Teo et al. (2008) noted that it remains relatively uncommon for teachers to employ technology in creating higher-order thinking and student-centered learning. This article offers a detailed examination of the current state of ICT integration in Madrasah education in Bangladesh. The study underscores the importance of teacher training programs, the necessity of supportive policies, and the provision of relevant digital content to enhance technology use among Islamic Studies educators (Chowdhury & Behak, 2021). With technological progress, nearly every aspect of daily life has become intertwined with digital tools. Munoz-Leiva et al. (2017) argue that the more individuals rely on technological devices for communication, the greater their exposure and experiences, which in turn shape their attitudes either positively or negatively. Similarly, Mooji and Smeet (2001) contend that the theoretical foundation and practical application of educational technology are equally vital across all areas of learning. This study therefore investigates the use of ICT in Islamic education in Bangladesh, focusing on instructors' perceptions and attitudes.

Research Gap
Although global literature has explored teachers' attitudes toward technology integration across multiple disciplines, there is a clear gap in research focused on Arabic language education within Bangladesh. Moreover, existing studies analyze general ICT integration in education or focus on STEM and language education in broader contexts, however, use of ICT in Arabic instruction is underrepresented. The current study identifies that while Bangladeshi Arabic teachers express positive attitudes toward using technology their actual use of technology remains limited due to infrastructural constraints, insufficient training, and lack of institutional support. This gap highlights the need for more context-specific, empirical investigations that address the unique pedagogical, cultural, and institutional challenges Arabic teachers face in Bangladesh.

METHODOLOGY
This study employed a quantitative, descriptive survey design to investigate Arabic teachers' attitudes toward technology integration in classroom settings across Bangladesh. This design was chosen because it allows for the systematic collection and analysis of numerical data to identify patterns, averages, and relationships among variables (Bhandari, 2020; Fleetwood, 2018).

Population and Sampling
The target population comprised Arabic teachers from schools, colleges, and madrasas across Bangladesh. From those a total of 53 teachers participated in the study. The participants were selected using a purposive sampling technique to ensure representation across different age groups, academic ranks, and institutional types. This sampling approach allowed the study to capture diverse perspectives and experiences.

Data Collection Tool
A structured questionnaire was developed based on existing literature (Ertmer et al., 2012; Mahajan, 2016) and expert feedback from university researchers. The instrument contained three main sections. The first section focused on attitudes toward technology use and included statements such as I like using technology for teaching purposes, using technology will

improve our teaching methods, and technology makes learning more interesting. The second section assessed the purposes for using technology, with items such as I use Zoom or other video conferencing tools for lectures, I use presentation slides to explain lessons, and I use Google Classroom to share assignments and resources. The third section explored challenges encountered, including I encounter several technological problems in the classroom, my institution lacks sufficient technological resources, and I have not received adequate professional training in technology use. Each item was measured on a five-point Likert scale ranging from Strongly Agree to Strongly Disagree, enabling quantitative analysis of teachers' attitudes, practices, and challenges.

Data Collection Procedure
Data were collected over a two-month period in 2024. Questionnaires were distributed both online (via Google Forms) and in printed form for participants with limited internet access. Respondents were informed about the purpose of the study, assured of confidentiality, and participation was entirely voluntary.

Data Analysis
Responses were coded and analyzed using descriptive statistics (frequency counts, percentages) to identify trends in attitudes and challenges. Data were processed using SPSS version 26 to ensure accuracy and reliability of results.

Ethical Considerations
The study followed ethical research guidelines. Informed consent was obtained from all participants, and their anonymity was protected. Data were used solely for academic purposes.

DATA ANALYSIS AND FINDINGS
Demographic Information
Table 1 presents the demographic profile of the 53 participants. A majority of respondents were male (84.9%), while females accounted for 15.1% of the sample. The largest age group was 31–40 years (41.5%), followed by 41–50 years (20.8%) and 51 years and above (18.9%), with 21–30 years representing 18.9% of the participants. In terms of professional designation, Lecturers formed the largest group (45.3%), followed by Assistant Professors (24.4%) and Professors (15.1%). Smaller proportions included Associate Professors (5.7%), Assistant Teachers (5.7%), Principals (1.9%), and Vice Principals (1.9%).

Table 1: Demographic Information

Variables	Categories	Frequency	Percentage
Gender	Male	45	84.9%
	Female	08	15.1%
Age	21 – 30	10	18.9%
	31 – 40	22	41.5%
	41 – 50	11	20.8%
	51 and above	10	18.9%
Designation	Professor	08	15.1%
	Associate professor	03	5.7%

	Assistant professor	13	24.4%
	Lecturer	24	45.3%
	Assistant teacher	03	5.7%
	Principal	01	1.9%
	Vice principal	01	1.9%

The importance of using technology in the classroom

The researcher examined the importance of technology integration in teaching. The results revealed a broad consensus among respondents who emphasized the crucial role of technology in modern education. They argued that effective teaching and learning in today's world is hard to imagine without the seamless integration of technological tools. Figure 2 visually illustrates this perspective.

I believe the importance of using technology in the classroom.
53 responses

Strongly disagree
Disagree
Neutral
Agree
Strongly agree

60.4%
7.5%
30.2%
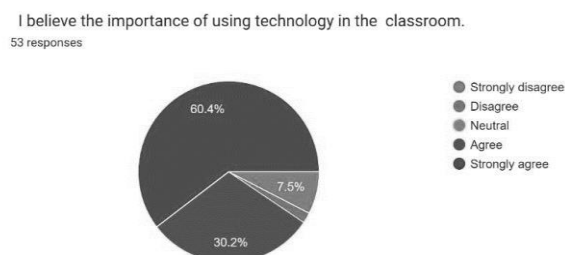
Figure 1: I believe the importance of using technology in the classroom

Figure 1 shows that the majority of 32 (60.4%) teachers strongly agreed about the importance of using technology in the classroom, 16 (30.2%) were agreed while only one 1 (1.9%) opposed the idea.

I like using technology for teaching purposes

Teachers' opinions on using technology in the classroom are presented in the following diagram:

I like using technology for teaching purposes.
53 responses

Strongly disagree
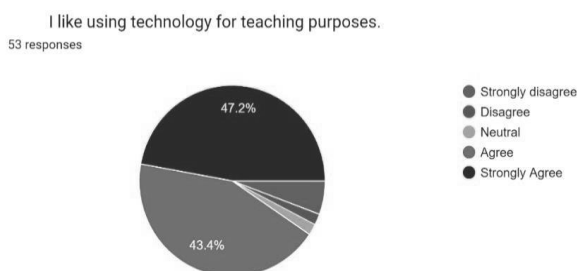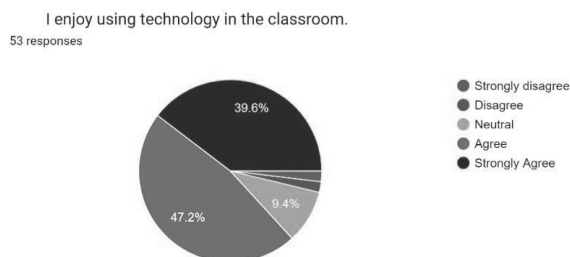Disagree
Neutral
Agree
Strongly Agree

47.2%
43.4%

Figure 2: I like using technology for teaching purposes

Teachers were asked to share their opinions regarding the use of technology in the classroom. Among the responses, twenty-five teachers (47.2%) strongly agreed, twenty-three teachers (43.4%) agreed, and only three teachers (5.7%) strongly disagreed.

I enjoy using technology in the classroom

The purpose of this question is to know the teacher's enjoyment of using technology in the classroom. The results are presented in the following diagram.
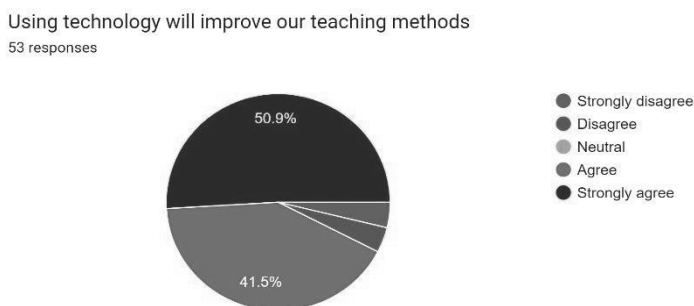

I enjoy using technology in the classroom.
53 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

39.6%
9.4%
47.2%

Figure 3: I enjoy using technology in the classroom

The data reveal that the majority of teachers (47.2%) agreed, while twenty-one teachers strongly agreed. A smaller proportion (9.4%) chose a neutral response, and only one teacher (1.9%) disagreed.

Using technology will improve our teaching methods

This research examines how teachers can effectively use technology in the classroom to engage students and ensure active learning, while also considering potential challenges and limitations. A diagram illustrates teachers' opinions on this matter, providing a clear and concise visual summary of their perspectives for easy interpretation and analysis.

Using technology will improve our teaching methods
53 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

50.9%
41.5%

Figure 4: Using technology will improve our teaching methods

The teachers were asked to give their opinion regarding using technology will improve our teaching methods in the classroom. Among the responses, twenty-seven teachers (50.9%) answered strongly agreed, and twenty-two teachers (41.5%) were agreed, whereas only two teachers (3.8%) answered with strongly disagreed.

What technological tools do you use?

The research question aims to gather data on the technological tools used by individuals, institutions, and researchers. The objective is to analyze usage patterns, identify popular tools, assess the impact of technology, and explore their effectiveness and potential for further technological development. The findings are presented in the figure below.
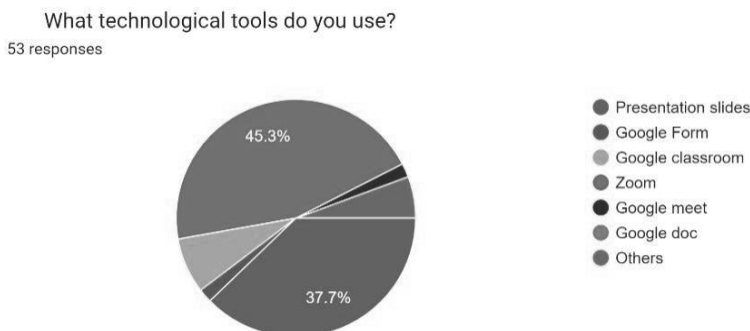
Figure 5: what technological tools do you use?

Among the fifty- three responses, twenty - four teachers (45.3%) said that they used ZOOM and the other twenty teachers (37.7%) answered they used Presentation Slides. Only four teachers (7.5%) used Google classroom. So, the highest number of teachers thought that the ZOOM activities were attainable to work with and could be applied easily in the practical.

The use of technology enhances students' academic proficiency.

The researcher aims to investigate the impact of technology integration on students' academic performance. The goal of the study is to examine the relationship between technology use and academic performance, focusing on how technology can enhance academic skills, promote knowledge acquisition, and contribute to success. Furthermore, the study explores the potential disadvantages of technology in education while highlighting its benefits. The results are presented in the figure.
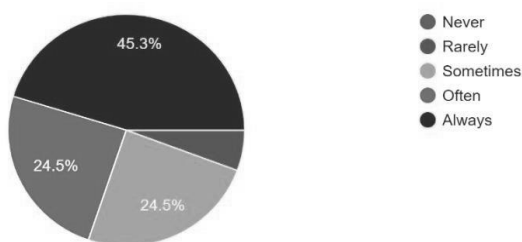
Figure 6: The use of technology enhances students' academic proficiency.

The teachers were asked to talk about their perspectives regarding the use of technology enhances student's academic proficiency in the classroom. As a close-ended question, they were given two very general options. Most of them (45.3%) said that technology always would be very useful and interesting in the classroom. Thus, they gave a very positive impression towards the utilization of technology. Thirteen teachers (24.5%) selected often, also same number of teaches (24.5%) selected sometimes, and only three teachers (5.7%) selected rarely.

Technology brings new ideas and energy in the classroom.

The research question examines how technology promotes innovation and engagement in educational settings. It investigates how technology can stimulate creativity, introduce new perspectives, and inspire enthusiasm among both students and educators. The study aims to

provide insights into the transformative effects of technology on classroom dynamics and instructional practices. The findings are presented in the following diagram.
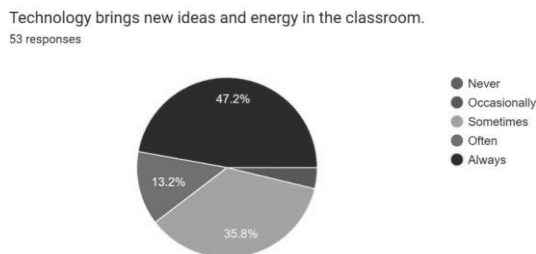

Figure 7: Technology brings new ideas and energy in the classroom

The teachers were asked about technology brings new ideas and energy in the classroom. It is found that, twenty-five teachers (47.2%) agreed that technology always brings new ideas and energy in the classroom, occasionally, nineteen teachers (27.3%) responded with sometimes, and only one teacher (1.9%) state that the technology occasionally brings new ideas and energy in the classroom.

It makes learning more interesting

The researcher aims to investigate the potential impact of technology on students' motivation and interest in the learning process. This study seeks to determine whether integrating technology into education enhances students' engagement, motivation, and overall interest in their studies. The findings are presented in the diagram.
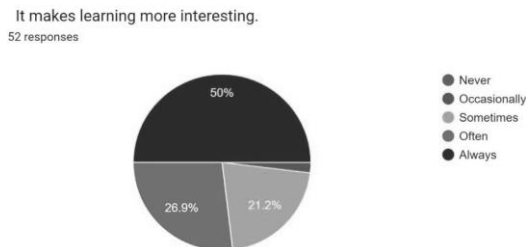

Figure 8: It makes learning more interesting

The teachers were asked about their opinion about technology makes learning more interesting. The data reveal that half of the teachers (50%) found technology always very interesting. Among the responses, fourteen teachers (26.9%) thought that technology often interesting while eleven teachers (21.2%) found it sometimes interesting. Only one teacher (1.9%) thought that occasionally technology makes learning more interesting. This is quite a positive feeling towards technology.

Using technology to teach Arabic may transform student's comprehension and involvement

The research question examines the influence of technology on Arabic teaching and learning with the goal of improving student understanding and engagement. It examines modern pedagogical instruments, tools, and strategies and offers teachers and curriculum designers insights into the benefits and limitations of technology-enhanced Arabic development. The results are summarized in the following graphic.

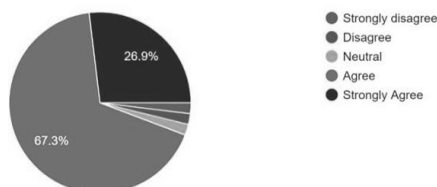Figure 9: Using technology to teach Arabic may transform student's comprehension and involvement

Technology improves students learning methods.

The research question aims to determine whether technology improves students' knowledge and skills by increasing efficiency, effectiveness, and enjoyment of learning, while also promoting information retention, problem-solving skills, critical thinking, and academic achievement. The goal of this study is to help teachers, institutions, and policymakers understand the positive and negative impacts of technology. Teachers' responses provide insights into these questions. The results are presented below.
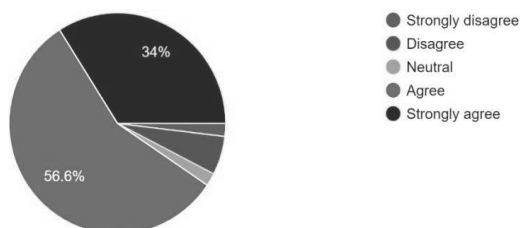

Figure 10: Technology improves students learning methods.

Teachers were asked to share their opinions on the statement that technology enhances students' learning methods. Thirty teachers (56.6%) agreed with the statement, eighteen teachers (34%) strongly agreed, and only one teacher (1.9%) remained neutral. Overall, the majority of teachers supported this view.

I encounter/ face several technological problems to use technology in the classroom.

The research question seeks to figure out the challenges that teachers face while using technology in the classroom. The results can help develop strategies and fixes to improve learning for both teachers and students. The teachers' opinions are presented in the following diagram.

I encounter/ face several technological problems to use technology in the classroom.
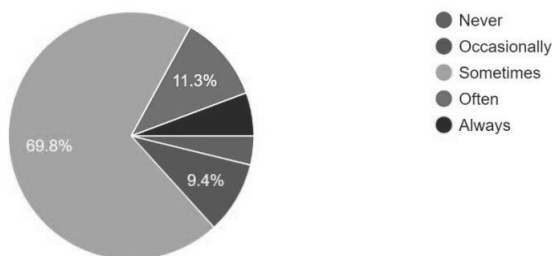53 responses

Figure 11: I encounter/ face several technological problems to use technology in the classroom.

More than two-thirds of the teachers surveyed (69.8%) reported sometimes encountering technological problems when using technology in the classroom. Of those who responded, a smaller group of six teachers (11.3%) said they often faced issues, while three teachers (5.7%) reported always experiencing problems. In contrast, only two teachers (3.8%) stated they never had any issues.

The institutions have lack of the tech-resources.

This study explores the availability of technological resources in educational institutions, assessing everything from hardware and software to internet connectivity and digital learning materials. It also examines the potential challenges that might arise. The findings can help individuals, institutions, and administrators better understand the current state of technology in their learning environments. The results are summarized in the graphical representation below.

The data demonstrates that thirty-two teachers (61.5%) agreed, whereas twelve teachers (23.1%) neutral with the statement. Six teachers (11.5%) disagreed with the statement. This suggests a very positive attitude among the teachers toward the lack of tech resources in their institutions, believing it doesn't hinder their ability to involve students more in learning activities.

I am a technophobic person.

The purpose of this study was to explore **technophobia** among educators; the fear or dislike of technology, especially computers and other electronic devices. This anxiety can affect a teacher's ability to effectively use technology in their lessons. By identifying the specific symptoms of this fear, we can develop tailored solutions to help them overcome any difficulties they may have with technology.
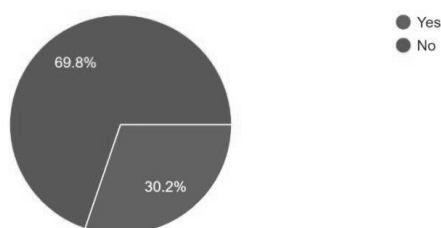
Figure 12: I am a technophobic Person

When asked if they agreed that more engaging technology activities were needed to improve their teaching methods, most teachers expressed their support. Out of 53 responses, 37 teachers (69.8%) agreed, while 16 (30.2%) disagreed. This suggests that while a majority of teachers don't consider themselves technophobic, they feel unsatisfied with the technological activities currently available to them in the classroom. They are not afraid of technology; they are simply looking for better ways to use it.

Have you received any professional training from your institution about technology integration in the classroom?
This study examines how the current state of technology training for educators impacts the quality of teaching and learning in today's classrooms. The results are found as below
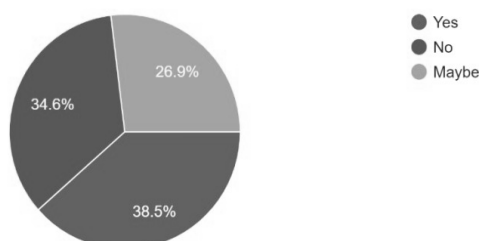

Figure 13: Have you received any professional training from your institution about technology integration in the classroom.

The results show that the largest group of teachers (38.5%) confirmed that they had received professional training at their school. A slightly smaller group of eighteen teachers (34.6%) said they had not, and fourteen teachers (26.9%) were unsure whether they had received it.

What facilities does your institution provide regarding technology integration?
This research question aims to understand the kinds of training, tools, and support that educational institutions provide to help teachers use technology in the classroom. This includes their policies, services, and programs. The opinions of the teachers on this topic are shown in the figure below.

What facilities does your institution provide regarding technology integration?
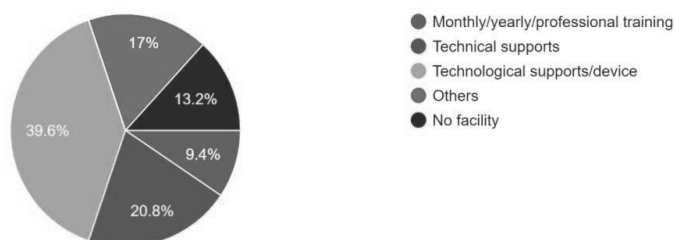53 responses

Figure 14: What facilities do your institution provide regarding technology- integration

When asked about their opinions on technology integration facilities, faculty members provided a range of responses. Twenty-one faculty members (39.6%) reported receiving technology devices or support. Seven faculty members (20.8%) also agreed that they had access to technology assistance. Conversely, only seven faculty members (13.2%) stated that they had not received any technology support at their institution.

DISCUSSION

The results show that most Arabic teachers in Bangladesh have a very positive attitude toward using technology in the classroom. They believe it is important for modern teaching, makes lessons more interesting, and helps students learn better. Many teachers enjoy using tools like Zoom and presentation slides, though fewer use platforms like Google Classroom. They report technology brings new ideas, keeps students engaged, and improves their teaching methods. However, many teachers still face problems such as lack of resources, technical issues, and limited training from their institutions. Even so, most teachers are not afraid of technology and want to use it more effectively if they get the right support and training.

The research provides valuable insight into teachers' perceptions of technology in the classroom. The results show that educators widely agree on the value of technology for effective teaching and learning, with many even expressing enthusiasm for its use. This positive outlook is consistent with numerous other studies, including those by Ertmer et al. (2012) and Mundy et al. (2012), which have noted that a teacher's attitude directly impacts the adoption and integration of technology in the classroom. The teachers in this study believe that technology can not only improve student academic performance and teaching strategies but also influence innovation and energy in the learning environment. This suggests a strong understanding of the many benefits that technology can bring to the educational experience. Most teachers agree that technology promotes innovation and builds confidence in the learning environment. This view is also shared by students, who believe that technology makes learning more interesting and engaging and motivates them to participate more actively. However, several teachers reported technological challenges and a lack of resources. This underscores the critical importance of further investment in educational infrastructure and the provision of appropriate training and support to help teachers address these challenges.

It is advised that the Ministry of Education aggressively encourage access to a variety of resources and offer assistance to educators in all domains in light of these findings. "How to Use a Digital Projector," "How to Use a Computer in Education," "How to Use MS PowerPoint in Education," "How to Use Social Networking Applications in Education," and "How to Use a Smart Board and Integrate Technology in the Classroom" are among the

training courses that educators have identified as being crucial. These results are consistent with a number of studies from different fields—not just Arabic—that emphasize how crucial it is to give in-service teachers ICT training. To promote the efficient use of technology by Arabic educators, the Ministry of Education should concentrate on improving teachers' technological proficiency.

CONCLUSION

In conclusion, the views of Arabic teachers in Bangladesh regarding classroom technology are complex and changing. The study reveals a number of important details about their perspectives and the difficulties they encounter. A significant proportion of Arabic instructors support incorporating technology into their classes. They are aware of its potential advantages, which include raising student interest, giving them access to a variety of educational materials, and encouraging cooperation and communication. These educators recognize the importance of adjusting to the digital age and see technology as a useful tool for improving the teaching and learning process.

But it's also important to acknowledge the major challenges these educator's encounter. Due to limited access to digital devices and internet connectivity, many Arabic teachers in Bangladesh struggle to fully embrace technology. Additionally, some teachers feel unprepared to take full advantage of technology because there aren't enough opportunities for professional development and formal training.

Educational and cultural factors also influence a teacher's opinions. Some educators, for instance, may prefer traditional teaching methods due to cultural norms or perceived constraints within the educational system. This can make them hesitant to adopt new technologies or resistant to change.

To bridge the gap between Bangladeshi Arabic teachers' positive attitudes toward technology and the challenges they face, several important suggestions exist. First, educational institutions and policymakers should prioritize providing adequate infrastructure, digital resources, and training for teachers.

Collaboration between teachers, administrators, and technology experts can also help adapt technology integration approaches to the specific needs and cultural context of Arabic instruction in Bangladesh. Furthermore, promoting the benefits of technology and creating a climate conducive to experimentation and creativity could encourage more teachers to use technology as an essential component of their pedagogy.

While Bangladeshi Arabic teachers welcome the use of technology, several factors and barriers hinder its widespread adoption in the classroom. We can improve Arabic language teaching by addressing these challenges and providing teachers with the necessary tools.

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