

Influence of Information and Communication Technology on Secondary School Students' Academic Performance in Arabic Language

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Abstract

The study examined the influence of ICT on secondary school students' academic performance in the Arabic language in Kwara South of Nigeria. The study used a descriptive survey method with a population of 23,458 and 379 students from three Local Government Areas (LGAs) in Kwara South. The multistage sampling procedures involved purposive sampling to select three LGAs, stratified sampling to divide Kwara South into seven LGAs, and simple random sampling to select 30 public schools from each LGA. The Adapted Influence of ICT on Students' Performance Questionnaire (IICTAPQ) and Arabic Language Performance Test (ALPT) were used for data collection. The T-test method was adopted, and the data were analysed using Point-Biserial correlation statistics at a 0.05 significance level. The study found that audio-visual devices had a significant impact, but social media did not. The findings suggest that visual aids positively impact students' academic performance in Arabic, while social media does not. Therefore, visual aids are crucial for improving students' Arabic language skills. The study found that audio-visual devices positively impact secondary school students' academic performance in the Arabic language in Kwara South, Nigeria. However, social media negatively affects this performance. The study recommends using ICT-like visual devices, such as slides and projectors, to enhance students' interest and motivation in studying the language.

Keywords: Arabic Language; Information Communication Technology; Visual Devices; Audio-Visual Devices

INTRODUCTION

Information and Communication Technology (ICT) is a modern gadget that makes teaching and learning easier for teachers and students. It is used to share, store, and create educational content to disseminate instructions in the classroom quickly. These ICTs include radio, television, cell phones, computers, and network hardware/software, which can be used in teaching and learning.

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The educational sector has benefited immensely from adopting ICT in education (Hassan et al., 2024). The integration of ICT in education has had many positive impacts, especially on students' academic performance in the Arabic language. Arabic is an international language that requires adopting dynamic teaching approaches and using ICT, like visual, audio-visual, and social media platforms like Facebook, YouTube, etc., for a practical teaching experience (Rani et al., 2023).

Teaching and learning the Arabic language are uninteresting to students when conventional methods are used. Teaching and learning Arabic is teacher-centred (Sahid et al., 2020). There is a need for Arabic language teachers to adopt and apply ICTs to change the conversational mode of teaching to ignite students' interest and motivation to learn the subject. ICT, such as smartphones, is the most widely used mobile device among second-language Arabic learners and their teachers. Results showed that smartphones are the most widely used mobile device among second-language Arabic learners and their teachers (AlQarni et al., 2020). ICT influences academic performance by improving Arabic language skills and learning success (Masitoh, 2023; Muhdi et al., 2024). Using information and communication technology in Arabic language education can profoundly influence students' comprehension, unlike conventional instructional methods (Saad, 2024).

Within ICT, three categories of tools – visual aids, audiovisual devices, and social media – play particularly crucial roles in language instruction. Visual aids convey information and concepts through visual perception to the cognitive faculties. They can be broadly categorised into two main types: projected and non-projected visual aids. Visual aids, such as images, complement verbal communication compellingly. Such tools include photographs, chalkboards, slide projectors and PowerPoint presentations (Georgina, 2021). The findings of Yasim et al. (2016) suggest that using visual aids to teach and acquire Arabic vocabulary is moderate. Another quasi-experimental study demonstrated that students who received instruction with visual aids outperformed those taught using conventional methods (Olagbaju & Popoola, 2020).

These materials engage the auditory and visual senses, providing updated information through various media such as television programs, multimedia packages, and computer programs. Some necessitate specific equipment such as projectors, radios, TV receivers, micro readers, and record players. These materials are typically not presented in traditional books, rendering them less easily accessible. Due to their unconventional nature, they can be challenging to navigate as they often lack standard bibliographic information (Georgina, 2021). Researchers like Rani et al. (2023) have explored the opportunities and challenges associated with technology-driven Arabic language education, demonstrating that ICT ensures convenient accessibility and flexibility and the abundance of diverse educational materials in the Arabic language. Alabi (2024) and Dar et al. (2022) disclosed that using various types of visual aids, such as real objects, diagrams, charts, flashcards, maps, and drawings, was suitable for all subjects and pertinent to the teaching and learning process.

Arabic language laboratories with high-quality headphones, microphones, and video recording equipment allow students to hone their pronunciation and enhance their listening skills. Various multimedia resources, such as language software, subtitled videos, and interactive language games, assist in expanding vocabulary and deepening understanding of grammar concepts. Furthermore, using teleconferencing and videoconferencing tools enables students to engage in live conversations with native speakers of the Arabic language, thereby fostering the development of conversational proficiency and cultural sensitivity among students. Moreover, visual aids play a crucial role in elucidating intricate concepts. Arabic educators can use multimedia projectors and 3D models to elucidate abstract notions in science, mathematics, and geography. These visual depictions aid students in comprehending challenging ideas more adeptly, enabling them to witness the practical application of theories in tangible situations.

Despite the availability and potential of these innovative tools, many Arabic language classrooms still fail to utilize them effectively. The continued dependence on traditional teaching practices has limited the opportunities for students to benefit from such ICT-based approaches.

Students' persistent underperformance in Arabic at the senior secondary school level has been widely linked to teachers' reliance on inadequate and conventional teaching methods, which fail to meet the linguistic and motivational needs of learners. Research has consistently shown that the effective integration of Information and Communication Technology (ICT) into language instruction—particularly visual aids, audio-visual tools, and social media platforms—can significantly improve students' learning outcomes (Olagbaju & Popoola, 2020; Sanni, 2023). For instance, visual aids such as photographs, charts, and PowerPoint presentations have been found to enhance vocabulary retention and comprehension in Arabic (Georgina, 2021; Yasim et al., 2016). Similarly, audio-visual resources, including projectors, multimedia packages, and teleconferencing tools, have been shown to enrich learning experiences and improve performance by providing contextualised, interactive, and engaging lessons (Rani et al., 2023).

Despite these benefits, many Arabic language classrooms in Kwara South still exhibit poor integration of ICT. The limited use of visual aids to make abstract or foreign concepts tangible leaves students struggling to connect with lesson content, resulting in diminished interest and motivation. Likewise, the inadequate deployment of audio-visual technologies reduces opportunities for authentic language interaction, making the subject appear monotonous. Furthermore, while social media platforms such as YouTube, Facebook, and Instagram have potential as learning tools—enabling continuous learning beyond the classroom—previous research by Kumar and Nanda (2024) shows that misuse of these platforms for non-academic purposes can undermine learning, shorten attention spans, and distract students from academic goals. Although numerous studies have investigated ICT's influence on academic performance generally, few have examined its specific impact on Arabic language learning in the Nigerian context, and there is a clear lack of empirical evidence focusing on the combined effects of visual aids, audio-visual devices, and social media on students' Arabic performance in Kwara South.

This gap necessitates a context-specific investigation to determine which ICT tools most effectively enhance Arabic learning outcomes, and which may hinder them, to inform targeted instructional strategies.

“In light of this identified gap, it becomes imperative to conduct an empirical study that explores the extent to which different ICT tools contribute to Arabic language learning within the specific educational context of Kwara South. Such an investigation will provide a clearer understanding of the role that visual, audiovisual, and social media platforms play in shaping students’ academic performance in Arabic.”

Therefore, this study seeks to answer several key questions regarding the influence of ICT on the academic performance of secondary school students in Arabic in Kwara South, Nigeria. Specifically, it investigates how visual devices affect students’ academic achievement, examines the extent to which audiovisual tools influence their performance, and explores the role of social media in shaping learning outcomes in Arabic. Correspondingly, the hypotheses of the study are as follows: (1) visual devices do not significantly influence secondary school students’ academic performance in Arabic in Kwara South; (2) audiovisual devices have no significant effect on students’ achievement in the Arabic language; and (3) social media does not significantly influence secondary school students’ academic performance in Arabic in Kwara South, Nigeria.

To better understand the variables under investigation, it is important to first clarify the concept and components of Information and Communication Technology (ICT) as applied in educational contexts. A clear understanding of ICT and its various forms provides the necessary background for examining how these tools—particularly visual, audiovisual, and social media platforms—contribute to or influence students’ performance in Arabic learning.

Information Communication Technology (ICT) is a modern tool used to advance the frontier of knowledge by sharing, creating, storing, and retrieving educational content between teachers and students and among scholars. ICT devices and platforms exist: audio, audiovisual, and social media. These ICT media are beneficial to educators, including Arabic language teachers.

Among the various applications of ICT in education, one of the most prominent is its role in enhancing visual learning experiences. Through the integration of visual aids, ICT provides teachers with effective tools to simplify abstract concepts and make lessons more engaging and comprehensible for students.

Information and Communication Technology (ICT) has facilitated visual aids in teaching and learning. These are the materials that appeal to the sense of vision. Visual aids convey information and concepts through visual perception to the cognitive faculties. They can be broadly categorised into two main types: projected and non-projected visual aids. Visual aids, such as images, complement verbal communication compellingly. Such tools include photographs, chalkboards, slide projectors and PowerPoint presentations (Georgina, 2021).

The findings of Yasim et al. (2016) suggest that using visual aids to teach and acquire Arabic vocabulary is moderate. Another quasi-experimental study demonstrated that students who received instruction with visual aids outperformed those taught using conventional methods (Olagbaju & Popoola, 2020).

While visual aids primarily stimulate the sense of sight, advancements in ICT have also given rise to materials that simultaneously engage both visual and auditory channels. These audiovisual resources offer a more immersive learning experience, bridging the gap between mere visual representation and dynamic, real-time interaction in the classroom.

These materials engage the auditory and visual senses, providing updated information through various media such as television programs, multimedia packages, and computer programs. Some necessitate specific equipment such as projectors, radios, TV receivers, micro readers, and record players. These materials are typically not presented in traditional books, rendering them less easily accessible. Due to their unconventional nature, they can be challenging to navigate as they often lack standard bibliographic information (Georgina, 2021). Researchers like Rani et al. (2023) have explored the opportunities and challenges associated with technology-driven Arabic language education, demonstrating that ICT ensures convenient accessibility and flexibility and the abundance of diverse educational materials in the Arabic language. Alabi (2024) and Dar et al. (2022) disclosed that using various types of visual aids, such as real objects, diagrams, charts, flashcards, maps, and drawings, was suitable for all subjects and pertinent to the teaching and learning process.

Beyond visual and audiovisual tools, the integration of ICT into education has also expanded through social media platforms, which have revolutionized how learners and educators communicate, collaborate, and share knowledge in real time.

Information and Communication Technology (ICT) has created social media, which enables users to interact with one another and share information at their fingertips. Social media are electronic platforms used to share information across a broader scope. It serves multiple purposes within the realm of education. Educators can use social media to foster discourse among students, encourage collaborative projects, and disseminate valuable resources and information. Additionally, students have access to a plethora of educational content online. Social media in education is the use of social media to enhance education. Social media is a group of Internet-based applications that allow user-generated content to be created and exchanged (Di et al., 2022; Muflikhah, 2019). It is also known as the read/write web. As time went on and technology evolved, social media has been an integral part of people's lives, including students, scholars, and teachers in the form of social media (Tess, 2013).

However, social media is controversial because, in addition to providing new means of connection, critics claim that it damages self-esteem, shortens attention spans, and increases mental health issues.

The different forms of social media utilised for teaching and learning Arabic language education include: (a) YouTube: YouTube stands as one of the most prevalent social media platforms for Arabic language acquisition. Learners can delve into a vast array of Arabic language learning videos produced by experts and native speakers of Arabic. (b) Instagram: Instagram offers students access to Arabic language learning materials through images, brief videos, and stories (Rani et al., 2023). Users of Instagram can also establish groups for collaborative learning and the exchange of resources. (c) Facebook: Facebook allows students to join Arabic language learning communities and access various resources, including videos, articles, and quizzes. Students can communicate with tutors or native Arabic speakers through Facebook Messenger. (d) Twitter: Twitter provides students with access to Arabic language learning materials through tweets and images. Twitter users can also establish groups for collaborative learning and resource sharing. (e) TikTok: TikTok provides students with access to concise educational videos in Arabic created by experts and native Arabic speakers (Rani et al., 2023).

A survey conducted by Kumar and Nanda (2024) regarding the influence of social media revealed that 54.6% of students perceived a beneficial impact on their academic pursuits (38% in agreement, 16.6% firmly in agreement). Conversely, approximately 40% expressed disagreement, with 4.7% vehemently opposed. Moreover, 53% of female participants indicated a detrimental effect of social media on their studies. In contrast, among male students, 40% acknowledged the negative influence of social media on their academic performance, while 59% held an opposing view. Another study on the urgency of audio-visual media in Arabic indicates that audio-visual media significantly improve students' understanding of the Arabic language (Tarmizi & Sari, 2023). Audio-visual media significantly improve students' understanding of Arabic.

ICT-Based Arabic Language Learning is a method that uses technology like apps, websites, and online platforms to make learning Arabic more straightforward and flexible. It offers benefits like easy access, flexibility in time and place, and various learning resources. Learners can efficiently study independently without set schedules or locations, accessing videos, audio, texts, and images (Baker, 2016; Maburri & Hamzah, 2021; McQuiggan et al., 2015). The influence of ICTs like audio, audio-visual, and social media on the academic performance of students in the Arabic language has been reported to be encouraging. However, there is no in-depth investigation of the influence of ICT on students' performance in the Arabic language, especially in the Kwara South Senatorial District of Kwara State. Hence, there is a need to examine the influence of ICT on the academic performance of students in the Arabic language in senior secondary schools in Kwara South.

METHOD

The study was conducted among senior secondary school students in the Kwara South Senatorial District of Kwara State, Nigeria. A survey method was used. The population was 23,458 senior secondary school students in Kwara South. This comprised Ekiti (1,495), Offa (5,989), Ifelodun (4,304), Orepodun (5,407), Oyun (3,400), Oke-Ero (1,538), and Isin (1,415) LGAs (2021/2022 Kwara State Annual School Census report).

A sample of 379 students was used to determine Kredjie and Morgan's (1970) sample size determination table. Multistage sampling procedures involving four stages were adopted. Stage one consisted of purposive sampling to select three LGAs: Irepodun and Ifelodun LGAs of Kwara South. Stage two is a stratified sampling to divide Kwara South into seven Local Government Areas (LGAs): Ekiti, Offa, Ifelodun, Orepodun, Oyun, Oke-Ero and Isin LGAs. Stage three consisted of simple random sampling to select 30 public schools, 10 from each of the three local government areas in Kwara South. Two instruments were used for data collection. Adapted Influence of ICT on Students' Performance Questionnaire (IICTAPQ) and Arabic Language Performance Test (ALPT). The Influence of ICT on Students' Performance Questionnaire (IICTAPQ) was a 15-item structured instrument with three sections, each related to the audio-visual, visual devices, and social media platforms. The second instrument was a 20-item researcher-designed Arabic language Performance Test (ALPT) extracted from a standardised West African Examinations Council (WAEC) past questions in the Arabic Language. ALPT was subjected to item analysis and difficulty index checks to ensure that items were neither too difficult nor too easy for the students. The instruments were duly validated, and their reliability was tested through a pilot test using 20 senior secondary school students. The t-test method was adopted, and the two scores were correlated, giving a reliability coefficient at Cronbach's alpha of .74 and .83, respectively. Point-biserial correlation statistics were used to test the relationship between variables in the research hypotheses at a 0.05 significance level. This is because of the hypotheses' two distinct variables (continuous and categorical).

RESULTS AND DISCUSSION

Visual aids influence the academic performance of secondary school students in Arabic in Kwara South of Nigeria.

Table 1. Influence of visual aids on Secondary School Students' Academic Performance in Arabic in Kwara South of Nigeria

		Statistic				
		Images	Photograph	Slide Projectors	Charts	PowerPoint
N	Valid	379	379	379	379	379
	Missing	0	0	0	0	0
Mean		2.99	3.00	2.61	2.75	2.73
Std. Deviation		1.090	1.063	1.182	1.115	1.110
Rank		2nd	1st	5th	3rd	4th

Table 1 shows the response to the influence of visual aids on secondary school students' academic performance in the Arabic language in Kwara South of Nigeria.

Results indicate that photographs ranked 1st and images ranked second in the influence of visual aids on secondary school students' academic performance in the Arabic language in Kwara, South of Nigeria. Furthermore, charts were ranked third. PowerPoint and slide projectors are ranked in fourth and fifth positions.

Visual devices affect the academic performance of secondary school students in Arabic in Kwara South of Nigeria.

Tabel 2. Influence of Visual Devices and Secondary School Students' academic performance in Arabic language in Kwara South of Nigeria

	Statistic							
	Smartphones	CD Rom	Zoom	Electronic Noticeboard	Google Classroom	Teleconference	Computers	Video Player
N Valid	379	379	379	379	379	379	379	379
Missing	0	0	0	0	0	0	0	0
Mean	2.78	2.58	2.72	2.74	2.70	2.56	2.79	2.78
Std. Deviation	1.110	1.130	1.105	1.119	1.064	1.081	1.105	1.040
Rank	2nd	7th	5th	4th	6th	8th	1st	2nd

Table 2 shows the influence of visual Devices on secondary school students' academic performance in Arabic. Outcomes reveal that computers ranked first in the influence of visual devices on secondary school students' academic performance in Arabic in Kwara, South of Nigeria. Video players and mobile devices ranked second, respectively, while the electronic whiteboard was fourth. The fifth, sixth, seventh, and eighth positions on the influence of ICT on academic performance in the Arabic language were Zoom, Google Classroom, CD-ROM, and Teleconference.

Social media influences the academic performance of secondary school students in Arabic in Kwara South, Nigeria.

Tabel 3. *Influence of Social Media on Secondary School Students' Academic Performance in Arabic Language in Kwara South of Nigeria*

		Statistic						
		Facebook	WhatsApp	Instagram	YouTube	TikTok	X/Twitter	Facebook Messenger
N	Valid	379	379	379	379	379	379	379
	Missing	0	0	0	0	0	0	0
Mean		2.42	1.98	2.45	1.92	2.17	2.02	1.62
Std. Deviation		1.082	1.023	1.096	.974	1.070	1.006	.772
Rank		2nd	5th	1st	6th	3rd	4th	7th

Table 3 shows the response to the influence of social media on secondary school students' academic performance in the Arabic language in Kwara, South Nigeria. Results show that Instagram and Facebook ranked 1st and 2nd in the influence of ICT-like social media on secondary school students' academic performance in the Arabic language in Kwara, South of Nigeria. Additionally, TikTok and X/X/Twitter were ranked third and fourth, WhatsApp ranked fifth, and YouTube ranked sixth. The seventh position was Facebook Messenger, which had the least influence on academic performance in Arabic.

Visual aids do not significantly influence secondary school students' Arabic academic performance in Kwara South, Nigeria

Table 4. *Influence of visual aids on secondary school students' academic performance in Arabic language in Kwara South of Nigeria.*

Correlations			Students' Academic Performance in Arabic Language
		VIS	
Visual Devices	Pearson Correlation	1	.120*
	Sig. (2-tailed)		.019
	N	379	379
Students' Academic Performance in Arabic Language	Pearson Correlation	.120*	1
	Sig. (2-tailed)	.019	
	N	379	379

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4 shows that r. calculated is .120. The significant value is .019 at 0.05. The significant value of .019 is less than 0.05. Therefore, hypothesis one is hereby rejected. This implies that ICT, like visual aids, significantly influences the academic performance of secondary school students in Arabic in Kwara South, Nigeria.

There is no significant influence of visual Devices on secondary school students' academic performance in the Arabic language in Kwara South of Nigeria

Table 5. *Influence of Visual Devices and Secondary School Students' Academic Performance in Arabic Language in Kwara South of Nigeria.*

Correlations		Audio-visual Devices	Students' Academic Performance in Arabic Language
Audio-Visual Devices	Pearson Correlation	1	.164**
	Sig. (2-tailed)		.001
	N	379	379
Students' Academic Performance in Arabic Language	Pearson Correlation	.164**	1
	Sig. (2-tailed)	.001	
	N	379	379

** Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows that the r-calculated is .164. The significant value is .001 at 0.05. Since the significance .001 is less than 0.05, hypothesis two is rejected. This implies a significant influence of visual Devices on secondary school students' academic performance in Arabic in Kwara South of Nigeria.

Social media does not significantly influence secondary school students' academic performance in the Arabic language in Kwara South, Nigeria.

Table 6. *Influence of Social Media on Secondary School Students' Academic Performance in Arabic Language in Kwara South of Nigeria.*

Correlations		Social Media Platforms	Students' Academic Performance in Arabic Language
Audio-Visual Devices	Pearson Correlation	1	-.028
	Sig. (2-tailed)		.588
	N	379	379
Students' Academic Performance in Arabic Language	Pearson Correlation	-.028	1
	Sig. (2-tailed)	.588	
	N	379	379

Table 6 shows that r-calculated is -.028. The r-calculated value is .588 at 0.05. The significant value of .588 is more significant than 0.05. Hence, hypothesis three is hereby not rejected. This suggests that social media does not significantly influence secondary school students' academic performance in Arabic in Kwara, South of Nigeria.

The study shows a significant influence of visual aids on secondary school students' academic performance in the Arabic language in Kwara South of Nigeria. ICT, regarding audio aids like slides, tape recorders, etc., positively impacts students' performance in Arabic. The results indicate that photographs ranked 1st and Images ranked 2nd in the influence of visual aids on secondary school students' academic performance in the Arabic language in Kwara South of Nigeria. Furthermore, charts were ranked third. PowerPoint and slide projectors are ranked 4th and fifth positions. This result suggests that adequate use of these ICT can improve students' performance in the Arabic language. This finding is supported by the results from Olagbaju and Popoola (2020), who showed that visual aids improved students' performance. Furthermore, Georgina (2021) showed that projected and non-projected visual aids, such as images, provide a compelling complement to verbal communication. Such tools include photographs, chalkboards, slide projectors, and PowerPoint presentations. The study indicates a significant influence of audio-visual devices on secondary school students' academic performance in Arabic in Kwara South of Nigeria.

ICT in audio-visual devices such as projectors, teleconferencing, television, etc., positively influences students' performance in Arabic. Adopting modern ICT in teaching and learning the Arabic language positively influences students' performance in the Arabic language. Outcomes reveal that computers ranked 1st in the influence of visual devices on secondary school students' academic performance in the Arabic language in Kwara, South of Nigeria. Video players and mobile devices ranked second, respectively, while the electronic whiteboard was fourth. The fifth, sixth, seventh, and eighth positions on the influence of ICT on academic performance in the Arabic language were Zoom, Google Classroom, CD-ROM, and Teleconference, respectively.

This finding correlated with the submission of Tarmizi and Sari (2023), who showed that ICT-like audio-visual aids positively influence students' academic performance in Arabic. Rani et al. (2023) have also delved into the opportunities and challenges associated with technology-driven Arabic language education. The study reveals no significant influence of Social Media on secondary school students' academic performance in Arabic in Kwara South of Nigeria. Social media does not significantly influence secondary school students' academic performance in Arabic in Kwara South of Nigeria. Results from Table 3 show that Instagram and Facebook ranked first and second in the influence of ICT-like social media on secondary school students' academic performance in the Arabic language in Kwara, South Nigeria. Additionally, TikTok and X/X/Twitter ranked 3rd and 4th, WhatsApp ranked fifth, and YouTube ranked sixth. The seventh position was Facebook Messenger, which had the least influence on academic performance in Arabic. Therefore, social media like Facebook, WhatsApp, Instagram, YouTube, etc., negatively influence students' performance in Arabic. This result is linked to students' wrong use of social media platforms rather than non-educational purposes, which has negatively impacted their performance in the Arabic language. Much time needed to be dedicated to their study was wasted chatting with friends through social media platforms, with grave implications for their learning outcomes. The outcome supports this finding. However, the study's finding is not supported by the results from the study of Kumar and Nanda (2024), who revealed that social media improves students' academic performance.

CONCLUSION

Based on the results from the hypotheses, the study concluded that visual aids significantly influence secondary school students' academic performance in the Arabic language in Kwara, South of Nigeria. The study also concluded that audio-visual devices significantly influenced secondary school students' academic performance in Arabic in Kwara, South of Nigeria. The study concluded that social media negatively influences secondary school students' academic performance in the Arabic language in Kwara South of Nigeria. Based on the conclusion, the study recommended that ICT-like visual devices be adopted to teach and learn the Arabic language in senior secondary schools in Kwara South. Using slides, projectors, etc., will enhance students' interest in and motivation to study the Arabic language. Hence, improving their academic performance.

The study further recommended that audio-visual devices be encouraged when teaching the Arabic language in senior secondary schools in Kwara South. This will facilitate improved academic performance in the subject. The study recommended that the use of social media platforms should be moderated and closely monitored by the Arabic language teachers. This study makes important contributions at three levels—location-specific, subject-specific, and for future research directions.

1. **Contribution to the Research Location:** In the context of Kwara South, Nigeria, where Arabic language instruction has traditionally been dominated by teacher-centred approaches, this research provides evidence-based insights into the specific ICT tools that can enhance or hinder student performance. By identifying the significant positive effects of visual and audio-visual devices, and the non-significant or negative influence of social media, the study offers practical guidance for policymakers, school administrators, and educational planners in the region to prioritise ICT investments that yield measurable improvements in Arabic language learning.
2. **Contribution to the Subjects Studied:** For senior secondary school students learning Arabic, the study provides a clearer understanding of the technological resources that best support their learning outcomes. It also raises awareness among teachers of the pedagogical value of integrating visual and audio-visual aids into lesson delivery. By linking ICT use with tangible academic performance outcomes, the research empowers both educators and students to adopt more engaging and effective learning practices.
3. **Contribution to Further Research:** This study opens avenues for further inquiry in several ways. First, future research could investigate the pedagogical training needs of Arabic teachers in ICT integration, exploring how capacity building might maximise the effectiveness of technology in the classroom. Second, longitudinal studies could be conducted to measure the long-term impact of sustained ICT integration on Arabic proficiency. Third, comparative studies across other senatorial districts or regions could assess whether the findings from Kwara South hold in different socio-educational contexts, thereby enriching the generalisability of the results.

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