Teachers' quality on use of information and communication technology tools for teaching Arabic Language in Ilorin- South Secondary Schools

Adebayo Lawal Musibau*, Imam Umar Ibrahim

University of Ilorin, Ilorin Nigeria

*Coresponding Author: lawal.ma1@unilorin.edu.ng

ABSTRACT

Information and Communication Technology (ICT) has become an indispensable tool which has penetrated all aspects of human life. Based on this fact that the researcher examined post primary school teachers' quality use of ICT tools for teaching Arabic Language in Ilorin South Local Government Area. Descriptive research method was adopted for this study. The population for this study comprised all secondary school Arabic teachers in Ilorin South Local Government Area while the target population is the Arabic teachers at SS I to SS III. Purposive sampling technique was used to sample 150 teachers as respondents which constituted the study sample. Researcher designed checklist was used for the instrument. Research question one with correspondent hypothesis was tested with t- test, while research questions 2,3 with similar hypotheses were tested using One-way ANOVA at alpha level of 0.05. Finding of the study shows that:(i) Significant difference exist in the Arabic teachers' usage of ICT tools based on gender.;(ii) statistically significant difference did not exist in the Arabic teacher's usage of information and communication technology tools based on qualification; and (iii) significant difference exist in the Arabic teacher's use of ICT tools based on experience. Based on these findings, conclusion was reached thus Arabic tutors quality has a significant impact on the use of ICT tools in secondary, which include satellite broadcast, digital player computer and so on, also, the ministry of education should be inspecting and monitoring the use of available ICT tools and its usage in teaching Arabic language among others.

INTRODUCTION

Education which is seen as the process of cultivation of knowledge, skills, values, beliefs and behavior has been affected by information and communication technology (ICT) which have undoubtedly affected teaching, learning and research. Yusuf, (2005). Information and communication technology (ICT) are additional term for information technology that buttresses the impact of unified communications. ICT is a wide discipline and the concepts are evolving. Its coverage includes, storage of products, retrieve, manipulate, transmit or acceptance of data electronically in a digital form, e.g. Personal computers, digitals television email, robots. ICT refers to instruments, such as computationally gadgets, computers, hardware, software and tools, method, process, ways, ideas, principals, science, that result into display in the process of data procedure such as acquisition, representation, processing, presentation, security, interchange, transfer,

administration, organization, storage and retrieval of data FRN, [2004]. According to Jatto, Abdulsalam, Balogun, Abubakar and Al-Hassan, (2013). information and communication technology (ICT) involve the use of electronic computers and other electronic communication means to manage and process information effectively. It is a major transformation tool in a modern society. ICT which is an accepted acronym of the word "information and communication technology" has been given different definitions by different scholars within and outside the computers and telecommunications for the processing and distribution of data in digital, audio, video and other forms. Omoniyi (2013) stated that ICTs are tools employed in the collection, storage, retrieve, use, transmission and dissemination of information as accurately and efficiently as possible for the purpose of knowledge enrichment, developing decision making and problem-solving ability of the user. ICT is an important tool for educational development, ICT application and use will contribute beneficially in upgrading Nigeria's education. A technologically advanced work force will lead to ICT growth in Nigeria with the potential to improve military intelligence on technology and telecommunications, media communications and skilled ICT professionals who will be well equipped to solve information technology problems in Nigeria and other part of the world Goshit, (2006). Syed Noor-ul-amin (2013) observed that based on the large usage of ICTs in education the need be to unscramble the myth that surrounds the use of information and communication technology (ICT) as an aid to teaching and learning and the influence it has on students it has on students' academic performance. ICTs are said to help increase access to education, strengthen the relevance of education to the increasingly digital workplace and raise educational quality. However, the practice of introducing different ICTs in the classroom and other educational setting all over the world over the past several decades indicates that the full realization of the potential educational benefits can be achieved through the use of ICT. The directly link between ICT use and students' academic performance has been the focus of extensive literature during that last two decades. ICT therefore assists students in their learning by improving the communication between them and the instructors Valasidou & Bousiou (2008), It should be very important to acknowledge that making the use of ICT should be a compulsion at all levels of educational institutions, development of ICT curricular for primary, secondary and higher institutions, use of ICT in distance education, ICT companies' investment in education study grant and scholarship on (ICT) training the trainer scheme for national forth service corps members,' capacity development at zonal, state and local levels. Therefore, the results provided by both the quantitative and qualitative analysis of the literature showed those aspects which are related to ICTS for education and ICTS in education. ICTS for education refers to the development of information and communication technology purposefully for teaching and learning purposes, while the ICTS in education involves the adoption general components of information and communication technologies in the teaching learning process.

Statement of the Problem

Oliver [8] studied the role of Information and Communication Technology in higher education in Perth Western Australia, Dennis (2000) investigated ICT for environmental sustainability in London, UK. Fakomogbon (2004) researched the problems of using foreign instructional media in the Nigerian environment, additionally, as Iwu (2006) examined some perspectives on Information and Communication Technology in Owerri, Ajayi (2006) researched on role of Information and Communication Technology in supporting special education needs and inclusion in Ikere-Ekiti. Most teachers and student-teachers constantly visit off-campus cyber cafes to use ICT facilities, Olaniyi (2006). The review in this area therefore justifies the need for the present study.

Furthermore, it is only Fakomogbon (2004), Iwu's (2006) and Ajayi's (2006) studies that were conducted in Nigeria but not in Ilorin, Kwara State. To the best of this researcher's knowledge, no study had been conducted on secondary school teachers' quality of information and communication technology tools for teaching Arabic Language in Ilorin South Local Government Area. This is part of the gap that this study intends to fill.

Purpose of the Study

The purpose of this study is to examine secondary school teachers' quality on the use of information and communication technology tools for teaching Arabic Language in Ilorin South Local Government Area. Specifically, this study aims at finding out: (1) the use of Information and Communication Technology tools by Arabic teachers based on gender; (2) the use of Information and Communication Technology tools by Arabic teachers based on qualification; (3) the use of Information and Communication Technology tools by Arabic teachers based on experience.

Researcher Questions

The following research questions were answered in this study: (1) Does any difference exist in secondary school Arabic teachers' use of Information and Communication Technology tools based on gender?; (2) Does any difference exist in secondary school Arabic teachers' use of Information and Communication Technology tools based on qualification?; and (3) Does any difference exist in secondary school Arabic teachers' use of Information and Communication Technology tools based on experience?

Research Hypotheses

The following hypotheses were tested in this study:

H0$_1$: Significant difference did not exist in the Arabic teachers' use of Information Communication Technology tools based on gender.

H0$_2$: Significant difference did not exist in the Arabic teacher's use of information and communication technology tools based on qualification.

H0$_3$: Significant difference did not exist in the Arabic teacher's use of information and communication technology tools based on experience.

Scope of the Study

In terms of coverage, this study was limited to Ilorin South Local Government Area. The population for this study comprised all senior secondary school teachers in Ilorin South Local Government Area. The target population, however, were all teachers of Arabic from senior secondary school in Ilorin South Local Government Area. As for target population, thirty (30) Public and twenty (20) private Senior Secondary School were sampled for this study from Ilorin South Local Government Areas with the use Stratified random sampling technique. Purposive sampling technique was used to select three (3) senior secondary Arabic teachers in each of the fifty (50) schools in Ilorin South for a total number of one hundred and fifty respondents that constituted the sample scope. Questionnaire inform of checklist was used as the instrument for data collection, percentage, One Way ANOVA and t-test statistic was used to analyse data.

LITERATURE REVIEW

Gender as observed by Pollard & Morgan (2002) refers to the socially constructed expectation for male and female behavior which prescribes a division of labor and responsibilities between males and females granting of different rights and obligation to them. Gender also described social and historical constructs for masculine and feminine roles, behaviours, attributes and ideologies, which connote some notion of biological sex. Azikiwe (2001). The World Health Organisation (2016) defined gender as the socially constructed roles, behaviour, activities and attributes that a particular society considers for men and women. To Woolfolk (2010) gender usually refers to traits and behaviors that a particular culture judges to be appropriate for men and women.

Furthermore, Arigbabu & Mji (2004) asserted that the concept of gender is an important one in science education, especially with an increasing emphasis on ways of boosting man power for technological development as well as increasing the population of females in Africa. The scholar went further that gender

bias is still very prevalent. Some studies Sadker & Klein, (2001); Subrahmanian, (2002) have shown very significant differences in the use of information and communication technology with regard to gender. According to Sadker and Klein (2001), boys treated computer as a device to complete a task while girls considered computer as a recreational device. These scholars concluded that boys use technology more for fun, while girls tend to use it more as a means of communication. In a study conducted by Subrahmanian (2002]), it was observed that while differences in time spent on computers between girls and boys have lessened, the two (males and females) genders tend to use the technology in very different ways. Adebileje (1995) and Lawal (1999) revealed that gender has no influence on teacher's performance during the teaching-learning process. Amadi (2010) also argued that gender cannot be regarded as a serious determining factor to effective and efficient teaching in the classroom. Furthermore, on the variable of interest in this study which is gender, most scholars have found the significant difference based on the use of Information and Communication Technology with regard to gender, for instance, Volman & Van Eck, (2001) revealed in their study that male teachers used more Information Communication Technology in their teaching and learning processes than their female counterparts. Also, Adams (2002) observed that female teachers applied information and communication technology more than the male teachers.

As expressed in the National Policy on Education FRN, (2004) "no education system can rise above the quality of its teacher". As such, qualification must be considered as an important factor in teaching/instructional decision. Teachers' qualification signifies the teachers' level of educational and professional attainment. If teachers have a greater exposure to learning, they are presumably more able to manipulate the teaching activities (Adedeji, 2006). Empirical studies have shown the significant difference regarding teachers' qualification and experience on the use of Information and Communication Technology tools in the teaching learning process. For instance, Oredein and Oloyede (2007) worked on supervision and quality of teaching personnel effects on students' academic performance in Ogun state, Nigeria. Their finding revealed that teachers' qualification of a Specific Subject matter, particularly at the Secondary School level is a predicator of Students achievement. This result is also similar to Goldhaber & Brewer (2002) investigated on does teacher certification matter in high school and students' achievement. They found that students perform better in mathematics if taught by qualified teachers. Similarly, Lau & Sim (2008) researched on the extent of ICT adopting among secondary school teachers in Malaysia. They revealed in their finding that older teachers frequently use computer technology in the classrooms more than the younger teachers. The major reason could be that the older teachers having the experience in teaching, classroom management and also competent in the use of computers can integrate information and communication technology into their teaching.

Moreover, Adebowole (2012) submitted that using Information and Communication Technology by the Nigerian secondary school teachers is relatively high. This is similar with the finding of Gray and Souter (2004) that those teachers came out with positive result when they used information and communication technology. Contrary to the opinion of the findings above, Adomi & Kpagban (2010) found that computer is not part of classroom technology in more than 90 percent of Nigerian public schools. Where it exists, its use can be described as gross misuse, where up to 20 students are allotted to one computer system or just one computer is available to all the students in the school. In addition, through ICT, students widen and deepen their knowledge of investigation and inquiry according to their needs and interest when access to information is available on multiple levels, CEO Forum on Education and Technology, (2001).

Past studies into teachers' use of ICTs identified staff development as one of the supporting factors in using ICT effectively in the classroom. McCarney (2004) reported on an investigation into effective staff development in ICT for teachers. A sample of Scottish primary school teachers were surveyed to investigate the influence of different models of staff development in ICT on the teacher and to explore the knowledge and skills gained by the teachers from staff development: technical; academic/content-related; pedagogy.

The results show the need for a much greater emphasis to be placed on the method of ICT. This should be of interest to all needed in in teacher education and the continuing professional development of teachers.

Moseley et al., (1999) in UNESCO (2004) noted on pedagogy using ICT and observed that the most successful teachers were those who used examples and counterexamples and involved students in explaining and modelling subject contents in the class. Their study also indicated that teachers who favored ICT were likely to have well-developed ICT skills and to see ICT as a significant tool for learning and instruction. Teachers' pedagogical approaches are in turn affected by a number of cogent factors. First, they are affected by the knowledge about their subject. There is a clear distinction between teachers who choose ICT resources to fit within a particular topic and those who choose resources merely to present pupils' work in a new way, without any direct application to the topic. The evidence shows that when teachers use their knowledge about the subject and also how students understand the subject with their use of ICT have additional effect on students' attainment. Cox et al. (1999) reported their findings on a small project funded by the Teacher Training Agency and Oracle through the Miranda Net project, set up to investigate the factors which have contributed to the continuing use of ICT by experienced ICT teachers in their teaching. They collected data through a literature search, teacher checklist, teachers' reports and interviews. The factors which were found to be most important to these teachers in their teaching were: making the lessons more interesting, facilitating, simpler, more fun for them and their pupils, more diverse, more motivating for the pupils and more enjoyable. In addition, more personal factors found were improving presentation of materials, allowing greater access to computers for personal use, giving more power to the teacher in the school, giving the teacher more prestige, making the teachers' administration more efficient and providing professional support through the Internet. In a study conducted in Scotland by Gray and Souter (2004) on teachers' ICT skills and knowledge need, it was reported that the use of ICT was relatively low and was mainly on a fairly narrow range of ICT. Word processing is the predominant use made of ICT in primary and secondary schools. There is some use of externally produced educational software in both sections (primary and secondary school); teachers tend to use a broader range of generic packages such as spreadsheets and DTP than primary teachers do. There is very little use of the Internet and WWW or e-mail by either primary or secondary teachers, despite the fact that a majority of secondary schools have access to the Internet. Resources such as video conferencing and network computer conferencing are rarely used. The study further revealed that primary teachers use ICT simply to support classroom practice; secondary teachers use it as much or more for professional development and personal use as in the classroom. Teachers are using ICT throughout the curriculum but the levels of use and kind of attitude vary in secondary schools between subject areas. Mathematics and science teachers use ICT relatively little while amongst non-computing teachers, ICT is used most by teachers of business and management subjects. The challenges to access and the use ICT unlike any other studies facing challenges, to the access and the use of ICT by the user (i.e. Arabic teacher) have experienced many problems. Some of the challenges facing Nigeria's information technology education and technology capacity building include the following: (1) Poor information infrastructure; (2) Poor implementation of ICT in African schools; (3) Fund constrain to maintain digital library or internet service; (4) Lack of teacher's confidence and teacher's computer anxiety; (5) Absence of some ICT components in the school's hampers teachers use of ICT; (6) Absence of sound policy frame work and support strategies drive ICT integration with education; (7) Electricity Epileptic; and (8) Poor link between academia and industry.

Despite the expansion of ICT, it uses on educational purpose is still relatively small, the use of technology in education and in Islamic and Arabic studies education specifically remains on emerging field of study, largely because technological advances introduce new instructional possibilities. Murray (2007). Arabic language, is offered as a subject at all cadre of educational system in Nigeria curriculum content Ajidagba. Ajidagba (2002) further explained that different curricular were made available for Arabic at all levels of education. Arabic language is offered in secondary schools as a separate subject. It is offered at both the

junior and senior secondary schools as a core and an elective subject Ajidagba, (2002). There are four Arabic components at the senior secondary level which are: Arabic Grammar, Reading Comprehension, Writing and Literature. FME, [2008]. Arabic language assumed a distinct status among the world languages because it is the language in which Qur'an was revealed. It cannot be compared with any other languages in terms of its distinct status because of the divine approved on its universality and uniqueness Rose & Oladosu (2008). The major objectives for studying Arabic in Nigeria is identified by Lawal (2010) as follows: Nigeria belongs to some international organisations where Arabic is a working language; Nigeria shares political and socio-cultural affinity and aspirations with many Arabic speaking countries; Nigeria can exchange experiences and ideas and, in fact, can benefit tremendously in the area of Petro-chemical industry through dealings with the Arab countries which have recorded giant strides in the area; Nigerian diplomats in the Arab countries require at least a working knowledge of Arabic to enable them interact meaningfully and smoothly with the host countries.

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

METHODS

Research Type

This study adopted a descriptive survey research type. A descriptive research, is a systematic procedure to describe educational phenomenon and the characteristics of a given population or areas of interest, factually, to ensure description of situation as it is, Daramola, (2003). Thus, a descriptive survey research is considered appropriate for this study because the researcher is interested in examining the teachers' quality on information and communication technology tools for teaching Arabic language in Ilorin-South secondary schools

Population, Sample and Sampling Techniques

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

Instrumentation

A researcher-designed checklist was used as an instrument on secondary school Arabic teachers' quality on the use of information and communication technology tools for teaching. It has two sections; section A deals with deals with teacher's quality on usability of ICT tools which contains 20 items used to gather information. Items on the instrument was scored on a four Likert scale (very frequently, frequently, sometimes and not at all) and items on section B of the instrument was scored on a two Likert scale (negative and positive). In establishing the face and content validity of the instrument, the draft copy of the instrument

was given Two experts in the Department of Arts Education, University of Ilorin and other lecturers for necessary corrections. The corrections made were effected and the final copies were produced to obtain information for the study. The reliability of the instrument was determined through the test- retest method at an interval of three weeks. The results of the first and second tests were correlated using the Pearson's Product Moment Correlation Coefficient to determine the consistency of the instrument.

Data Analysis Techniques

Hypotheses 1 was tested using t-test statistic while hypotheses two (2) and three (3) were tested using One-Way Analysis of Variance (ANOVA) all at 0.05 alpha level of significance.

RESULTS AND DISCUSSION

This section presents the analyses and results of the data collected for this study. Data collected from 150 senior secondary Arabic language teachers and were analyzed using descriptive statistics of percentage to answer the research questions that had corresponding hypotheses which were tested using independent t test and Analysis of Variance (ANOVA).

Hypotheses Testing

Inferential statistics of independent t-test was used to test hypothesis one while hypotheses two and three were tested using Analysis of Variance (ANOVA) at 0.05 level of Significance

Hypothesis One: *There is no significant difference in the Arabic teachers' use of Information Communication Technology tools on the basis of gender.*

Table 1: t-test Statistics Showing the Difference in the Arabic Teachers' Use of Information Communication Technology Tools on the basis of Gender

Gender	N	Mean	S.D.	Df	t-$_{cal}$	Sig.	Remark
Male	105	3.752	1.232	-			
				148	1.424	0.03	S
Female	45	2.003	1.021				

*Significance at p<0.05

Table 1 shows the t-value of 1.424 obtained with a p-value of 0.03 computed at 0.05 alpha level. Since the p-value of 0.03 is less than 0.05 level of significance, the null hypothesis one is rejected. This implies that there is a statistically significant difference in the Arabic teachers' use of Information Communication Technology tools on the basis of gender (t $_{(148)}$ =1.424; p> 0.05). This difference was noted by male teachers of Arabic whose mean score 3.75 was greater than that of female (2.00).

Hypothesis Two: *Significant difference does not exist in the Arabic teacher's use of information and communication technology tools on the basis of qualification.*

Table 2. ANOVA Summary of the Difference in the Arabic Teachers' Use of Information Communication Technology Tools based on Qualification

Variables	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between Groups	661.248	4	165.313			
Within Groups	27584.345	145	192.098	0.860	0.92	NS
Total	28245.593	149				

*Significance at p>0.05

As shown in table 2, the F-value of 0.860 with a p-value of 0.92 computed at 0.05 alpha level. Since the p-value of 0.92 obtained is greater than 0.05 level of significance, the null hypothesis two is retained. This thus implies that statistically significant difference does not exist in the Arabic teacher's use of information and communication technology tools on the basis of qualification (F $_{(3, 145)}$ = 0.860, p>0.05).

Hypothesis Three*: Significant difference does not exist in the Arabic teacher's use of information and communication technology tools on the basis of experience.*

Table 3. ANOVA Summary of the Difference in the Arabic Teachers' Use of Information Communication Technology Tools on the basis of Experience

Variables	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between Group	712.918	8	166.956			
Within Group	2863.044	141	199.207	1.275	0.000	S
Total	29346.962	149				

*Significance at p>0.05

As shown in table 3, the F-value of 1.275 with a p-value of 0.000 computed at 0.05 alpha levels. Since calculated sig. (0.000) is less than 0.05. This implies that a significant difference exists in the Arabic teacher's use of information and communication technology tools on the basis of experience. To observe where the significant difference lies, Scheffe post hoc analysis was carried out and the report is shown in Table 4.

Table 4: Scheffe Post Hoc on the Arabic Teachers' Use of Information Communication Technology Tools on the basis of Experience

Teaching Experience	N	Subset for alpha = 0.05		
		1	2	3
Very Experienced	50	41.1667		
Experienced	70	29.9130		
Less Experienced	50			22.5053
Sig.		1.000	1.000	1.000

Table 4 indicated that very experienced Arabic teachers are the most significant with the mean score (41.1667) in Subset 1, while the experienced and less experienced teachers with the mean scores (29.9130) and (22.9130) respectively are the less significant in Subsets 2 and 3.

Findings obtained from this study were: (1) There was a significant difference in the Arabic teachers' use of Information Communication Technology tools on the basis of gender. This difference was noted by male teachers of Arabic Language whose mean score 3.75 was greater than that of female (2.00); (2) Statistically significant difference does not exist in the Arabic teacher's use of information and communication technology tools on the basis of qualification; (3) A significant difference exist in the Arabic teacher's use of information and communication technology tools on the basis of experience. Very experienced Arabic teachers attracted the highest mean score (41.1667), followed by experienced Arabic teachers (29.9130) and less experienced Arabic teachers (22.5053).

This study investigated the secondary school teachers' quality on information and communication technology tools for teaching Arabic Language in Ilorin South Local. Finding of this study revealed that significant difference exists in the Arabic teachers' use of Information Communication Technology tools on the basis of gender. This result corresponded with Volman and Van Eck's (2001) result that male teachers used more ICT in their teaching and learning processes than their female counterparts. It was also in contrary with the findings of Adams (2002) that female teachers applied ICT more than the male teachers. The findings of this study indicated that Statistically significant difference does not exist in the Arabic teacher's

use of information and communication technology tools based on qualification. This result substantiates the findings of Ikolo and Okiy (2012) who affirmed that there was no variation in the use of ICT among medical students in some selected Southern Nigerian Universities across academic levels. This result also disagreed with Goldhaberts and Brewer's (2002) findings that students perform better in mathematics if taught by qualified and experienced teachers.

The finding of this study shows that a significant difference exists in the Arabic teacher's use of information and communication technology tools on the basis of experience. This result seemed to validate the Guyer's (2003) finding that teachers with more years of teaching experience in social studies had their students perform significantly higher compared to those taught by less experienced teachers. The finding of this study also seemed to confirm Oredein and Oloyede's (2007) research outcome that teachers' experience in a specific subject matter, particularly at the Secondary School level, is a predicator of students' achievement.

The findings of this study might assist teachers of Arabic language Secondary School, because it will inform them about the relevant of Information and Communication Technology in the teaching and learning. The outcome of this study could provide insights for SUBEB, TESCOM and NERDC to know the extent of awareness and utilization of Information and Communication Technology tools in teaching and learning processes.

CONCLUSION

The following are the conclusions of the findings based on the data collected, analyzed and discussed. Findings of the study have established that: (1) There was a significant difference in the Arabic teachers' use of Information Communication Technology tools on the basis of gender; (2) Statistically significant difference does not exist in the Arabic teacher's use of information and communication technology tools on the basis of qualification; and (3) Significant difference exist in the Arabic teacher's use of information and communication technology tools on the basis of experience.

In view of the findings of this study, the following recommendations were made: (1) Constant seminars and workshops should be organized for teachers most especially females on the importance of Information and Communication Technology tools and its application to teaching process; (2) More qualified Arabic teachers who are conversant with the application of modern Information and Communication Technology tools in teaching the subject should be employed; and (3) Experience teachers in service should be motivated with the provision of incentives such as merit awards, due salary, loans, medical supports and regular promotion. Doing these could revitalize their interest in making appropriate use of Information and Communication Technology tools during teaching and learning processes.

This study focused on the teachers' quality on the use of information and communication technology tools for teaching Arabic language in Ilorin-South secondary schools alone. Further study should be conducted: (1) This study could even be replicated using more than 150 teachers of Arabic with inclusion of some other variable; (2) This study can also be extended outside Kwara State with more robust statistical techniques; and (3) Utilization of information and communication technology tools for teaching Arabic Language in Oyo State, Nigeria based on school type, location and age.

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