

## **LECTURERS PERCEPTION OF FACTORS INHIBITING TEACHING OF ARABIC LANGUAGE AMONG UNIVERSITIES IN KWARA STATE**

**BY**

**SANUSI, Taofeeq Olamilekan: Department of Arts and Social Sciences Education, Faculty of Education  
Al-Hikmah University, Ilorin; E-mail: sanusitaofeeq2009@gmail.com**

### **Abstract**

*The study examines lecturers' perception of factors inhibiting teaching of Arabic Language among Universities, in kwara state, Nigeria. Descriptive survey method was used. Population of the study is 30 Lecturers in the department of Arabic among Universities, in kwara state. All the lecturers constitute the sample for the study. Structured questionnaire as data collection instrument. It was duly validated and its reliability tested using Pearson-Product Moment Correlation Coefficient statistical tool and the reliability score showed 0.86. Descriptive statistical tools used were frequency count, percentages, and Analysis of variance (ANOVA) statistical tool was used for hypotheses at 0.05 level of significance. SPSS version 20.0 was used for data analysis and result. Findings shows that there is no significant difference in the lecturers' perception of factors inhibiting teaching of Arabic language based on educational qualifications ( $F\text{-cal.} = 51.361 > p\text{-value of } 0.000$ ). The study found that there is no significant difference in the lecturers' perception of factors inhibiting teaching of Arabic language on the basis of experience ( $F\text{-cal.} = 24.347 > p\text{-value of } 0.000$ ). The study found that there is no significant difference in the lecturers' perception of factors inhibiting teaching of Arabic language based on age ( $F\text{-cal.} = 34.121 > p\text{-value of } 0.000$ ). Based on the findings, the study concluded that there were no significant differences in the lecturers' perception on the on the basis of educational qualifications, experience and age. Based on the results, the study recommends that the universities authority should employ more staffs of Arabic language in Universities in kwara state Nigeria. The study recommends that university authority should provide more instructional materials in Arabic language to make it more effective. The study also recommends that Arabic language lecturers in the universities should be more motivated to make the teaching more effective. The universities management should provide sufficient learning facilities for Arabic language in the universities. The universities management should provide more Arabic language materials in the universities library. This would facilitate effective teaching of Arabic language in the universities.*

**Keywords: Arabic Language, Factors, Lecturers, Perception and Teaching**

### **Introduction**

Arabic is the language used in the writing of the Holy Qur'an and it is one of the internationally recognized languages in the world. Also, it is very important for Muslims to master the language because it is the language to communicate in Aljanatul-Firdaus. It is also crucial for economic and communication among Muslims. In Nigeria, Muslims constitute a larger percent of about over 50 percent of the total population. Nigeria has the largest Muslim population in West Africa. The CIA estimates over 50% of the population as Muslims. According to a 2018 estimate in The World Factbook by the CIA, the population is estimated to be 53.5% Muslim while the BBC estimated in 2017 that slightly over 50% of the population is Muslim. Today, many Nigerian schools are offering Arabic language and many graduates of Arabic education system serve as judges from Kwara up to Northern States of Nigeria and in the various capacities across the nation. It is on this premise that Arabic language is one of the vital language subjects in the Nigeria school curriculum offer in the basic, senior and higher institutions in the country. However, students' enrolment to study Arabic language keeps decreasing overtime as a result of suspected hindrances to effective teaching of the subject in Nigerian universities.

Many factors relating to education policy, lecturers quality and social related factors have been perceived to inhibit teaching of Arabic in Nigerian higher institutions. Scholars have made efforts at investigating problems affecting teaching of Arabic language in schools. Shafie, Yusoff and Baharudin (2019) found teacher lower competency in Arabic, faulty Arabic learning and teaching process, creating Arabic atmosphere, achievement in Arabic, motivation towards learning Arabic and behaviour towards Arabic lesson as factors affecting teaching of Arabic language. Also, inability to communicate fluently in Arabic language, teaching and learning problematic issues (Abass, 2007; Abdul Razif, 2018; Zaini et al. 2017), Arabic speaking issues (Mukhtar et al., 2017;

Sopian, 2016) and motivation towards Arabic language (Ghani & Baharudin, 2016; Abdullah et al., 2015). Adeyemi (2017) found lack of textbooks, problems from the students, parents, teachers, school administrators, Governments and admission requirement policies in Tertiary Institutions are the problems facing Arabic Studies in the schools. None of these studies were carried out in private universities in Nigeria. Therefore, the present study is to investigate lecturers' perception of factors inhibiting teaching of Arabic Language among Universities in Kwara state.

Adebisi (2015) stated that poor staffing of Arabic units is another factor inhibiting teaching of Arabic because the combination of Arabic with another disciplines in the same department as applicable in some of our institutions, the language suffers from poor staffing. Abdul in Mikail (2015) noted that pronunciation is another factors inhibiting teaching of Arabic language, there are some alphabets in Arabic which are difficult to pronounce by both the Lectures and the Students.

Mikail (2021) stated that teaching of Arabic language through the means of English language created problems in teaching of Arabic language in our tertiary institutions. Mikail (2021) stated that because of the religious bias that people have against the language, some learners of Arabic language feel ashamed to identify themselves as Arabic students. Mikail (2021) stated that environment, specifically in the southern Nigeria, is not all causative for learning.

### **Statement of the Problem**

There is concern for the inability of universities graduates to express themselves articulately in Arabic language especially in Kwara state. Mother tongue is not acceptable in the classroom, due to this, most of the students especially at universities find it difficult to participate actively in class and most lecturers award some marks for class participation in the examination. The problem is further compounded, because the student ability to write correctly is dependent on the students' ability to speak fluently and correctly. Ajape (2015) noted that teaching of the Arabic Language at Nigerian Universities was plunged into a crisis in the bid to harmonise the intellectual gap between the modern secular education that emphasises modern knowledge and religious orientation of Arabic/Islamic education that emphasises religious sciences with the aim of producing an Islamic scholar. The present study is to investigate lecturers' perception of lecturers of factors inhibiting teaching of Arabic Language among Universities in kwara state-Nigeria,

### **Research Hypotheses**

**Research Hypothesis One:** There is no significant difference in the perception of lecturers of factors inhibiting teaching of Arabic Language among Universities in Kwara state-Nigeria, on the basis of educational qualification.

**Research Hypothesis Two:** There is no significant difference in the perception of lecturers of factors inhibiting teaching of Arabic Language among Universities in Kwara state-Nigeria, on the basis of experience

**Research Hypothesis Three:** There is no significant difference in the perception of lecturers of factors inhibiting teaching of Arabic Language among Universities in Kwara state-Nigeria, on the basis of age.

### **Methodology**

The study examines lecturers' perception of lecturers of factors inhibiting teaching of Arabic Language among Universities in Kwara state-Nigeria. Descriptive survey method was used. Akindutire in Sanusi (2021) described a descriptive research as that which involves collecting data in order to test hypotheses or to answer questions concerning the status of the subject of study. Population of the study is 30 Lecturers in the department of Arabic, among Universities in Kwara state-Nigeria. All the lecturers constitute the sample for the study. Structured questionnaire as the data collection instrument. It was duly validated and its reliability tested using Pearson-Product Moment Correlation Coefficient statistical tool and the reliability score showed 0.86. Descriptive statistical tools used were frequency count, percentages, and Analysis of variance (ANOVA) statistical tool was used for hypotheses at 0.05 level of significance. SPSS version 20.0 was used for data analysis and result.

**Results**

**Research Hypothesis One:** There is no significant difference in the lecturers’ perception of factors inhibiting teaching of Arabic language among Universities in kwara state-Nigeria,, on the basis of educational qualification.

**Table 1: Analysis of Variance (ANOVA) of difference in the Lecturers’ perception of factors inhibiting teaching of Arabic language among Universities in Kwara state-Nigeria, on the basis of educational qualification**

	ANOVA				
	Sum of Squares	df	Mean Square	F	Sig.
		3			
Between Groups	29.518		871.312	51.361	.000
Within Groups	33.852	9	1145.957		
Total	63.370	12			

Source: Author’s Computation, 2022.

Table 1 shows the difference in the mean response between groups (29.518) and within groups (33.852) of the lecturers’ perception of factors inhibiting teaching of Arabic language. From the table F-calculation is 51.361 and P-value is .000. F-cal. of 51.361 is greater than the p-value of 0.000 at 0.05 significant level (F-cal. = 51.361 > p-value of 0.000). Therefore, null hypothesis 1 which stated that there is no significant difference in the Lecturers’ perception of factors inhibiting teaching of Arabic language based on educational qualifications is accepted.

**Research Hypothesis Two:** There is no significant difference in the lecturers’ perception of factors inhibiting teaching of Arabic language among Universities in kwara state-Nigeria, on the basis of lecturing experience

**Table 2: Analysis of Variance (ANOVA) of difference in the lecturers’ perception of factors inhibiting teaching of Arabic language among Universities in Kwara state-Nigeria, on the basis of lecturing experience**

	ANOVA				
	Sum of Squares	df.	Mean Square	F	Sig.
Between Groups	34.543	3	17.732	24.347	.000
Within Groups	37.694	9	9.680		
Total	72.237	12			

Source: Author’s Computation, 2022.

Table 2 shows the slight difference in the mean response between groups (34.543) and within groups (37.694) response of lecturers’ perception of factors inhibiting teaching of Arabic language. From the table F-calculation is 24.347 and P-value is 0.000. F-cal. of 25.351 is greater than the p-value of 0.000 at 0.05 significant level (F-cal. = 24.347 > p-value of 0.000). Therefore, null hypothesis 2 which stated that there is no significant difference in the difference in the lecturers’ perception of factors inhibiting teaching of Arabic language on the basis of experience is accepted.

**Research Hypothesis Three:** There is no significant difference in the lecturers’ perception of factors inhibiting teaching of Arabic language among Universities in Kwara state-Nigeria, based on age.

**Table 3: T-test of difference in perception of lecturers on the factors inhibiting teaching of Arabic language among Universities in Kwara state-Nigeria**

	ANOVA				
	Sum of Squares	df.	Mean Square	F	Sig.
		3			
Between Groups	43.150		2145.723	34.121	.000
Within Groups	41.532	9	83.064		
Total	84.682	12			

Source: Author’s Computation, 2022.

Table 3 shows the slight deviation in the mean response between groups (43.150) and within groups (41.532) of the lecturers regarding their perception of factors inhibiting teaching of Arabic language. From the table F-calculation is 34.121 and P-value is .000. F-cal. of 34.121 is greater than the p-value of 0.000 at 0.05 significant level (F-cal. = 34.121 > p-value of 0.000). Therefore, null hypothesis 3 which stated that there is no significant difference in the lecturers’ perception of factors inhibiting teaching of Arabic language based on age is accepted.

**Discussion of the Findings**

The study discovered that there is no significant difference in the lecturers’ perception of factors inhibiting teaching of Arabic language based on educational qualifications. This finding indicates that Arabic language lecturers share difference views on the factors militating effective teaching of the course at the higher institutions of learning in the country. While some lecturers of the opinions that policy related factors did not encourage the teaching of Arabic language in the universities and that the status of Arabic language in the Nigerian curricula for the universities are factors inhibiting the teaching of Arabic language in the universities while other lecturers opines that teachers and lecturers of Arabic language are not been provided an incentives that will motivate them to teach Arabic effectively. This finding was supported by the outcome of Shafie, Yusoff and Baharudin (2019) that motivation towards learning Arabic and behaviour towards Arabic lesson as factors affecting teaching of Arabic language.

The study found that there is no significant difference in the lecturers’ perception of factors inhibiting teaching of Arabic language on the basis of experience. This result suggests that lecturers are not differed significantly on the response to the factors affecting teaching Arabic language in Nigerian universities. This indicates that lecturers irrespective of the their teaching experience were of the opinion that not enough qualified Arabic language lecturer in universities, inadequate provision of instructional materials, poorly motivation for Arabic lecturers, lecturer of Arabic language do not abide by the principles laid down in curriculum of Arabic language, lecturers attitudes to lecturing hamper implementation of Arabic Language, and dislike Arabic Language by learners among others are perceived factors inhibiting teaching of Arabic language in universities. This finding correlates with the results of Abass (2007); Abdul Razif (2018); Zaini, et al. (2017); Mukhtar, et al., (2017); Sopian (2016) inability to communicate fluently in Arabic language, teaching and learning problematic and issues and Arabic speaking issues as perceived factors inhibiting teaching of Arabic language in universities.

The study found no significant difference in mean responses in the lecturers’ perception of factors inhibiting teaching of Arabic language among Universities in Kwara state-Nigeria, on the basis of age. This suggests that age of the lecturers did not make much difference in their response regarding factors inhibiting teaching of Arabic language. Both young and old lecturers were of the perceptions that some parents discouraged their children from offering Arabic Language, Sufficient learning facilities are not provided for teaching of Arabic language curriculum in universities and recommended Arabic language textbooks are not available in the university library were perceived factors inhibiting teaching of Arabic language in universities. This finding agreed with the result of Adeyemi (2017) who found lack of textbooks, problems from the students, parents, teachers, school administrators, Governments and admission requirement policies in Tertiary Institutions the problems facing Arabic Studies in the schools were perceived factors inhibiting teaching of Arabic language in universities.

### **Conclusion**

Based on the findings, the study concluded that there were no significant differences in the lecturers' perception of policy, lecturers' quality and social related factors inhibiting teaching of Arabic language among universities in Kwara state on the basis of educational qualifications, experience and age.

### **Recommendations**

Based on the results, the study recommends that:

1. The universities authority should employ more staffs of Arabic language in among Universities in Kwara state-Nigeria
2. Universities authority should provide more instructional materials in Arabic language to make it more effective.
3. Arabic language lecturers in the university should be more motivated to make the teaching more effective.
4. The universities management should provide sufficient learning facilities for Arabic language in the universities.
5. The universities management should provide more Arabic language materials in the universities library. This would facilitate effective teaching of Arabic language in universities.

### **References**

- Abdul-Rafiu, J. (2009). *Basic curriculum process: A handbook for teacher trainees*. Ilorin: Keudamilola Printing Press.
- Adebisi. M & Mikail A.F. (2015). *Strategies for Effective Teaching of Arabic Language and Literature in Nigeria Tertiary Institution*
- Adeyemi, K. A. (2017). Towards Improvement of Learning Arabic in Nigeria. *International Journal of Language and Literature*, 5(1), 111-116 : 2334-234X (Print), 2334-2358.
- Agence Française de Développement (2015). Digital services for education in Africa.unesco.org, Retrieved 13 August 2022.
- Ajape, K. O. (2015). *Arabic as a Foreign Language in the Nigerian Higher Education Curriculum: Problems, Solutions and Prospects*. International Conference on Language Learning Teaching at HCT Dubai Men's College. UAE, 8(1), 1-9.
- Ghani, F., & Baharudin, H. (2016). *Pendekatan "Mobile Learning" Dalam Meningkatkan Motivasi Pelajar*.
- Kamil, A. A. (2016). The Trend of Arabic and Islamic Education in Nigeria: Progress and Prospects. *Open Journal of Modern Linguistics*. 6(3).
- Mikail A. F (2021). *An Examination Of The Problems Confronting Effective Teaching and Learning Of The Arabic Language In Nigeria Colleges Of Education*.
- Mukhtar, M. Z. B., & Damit, S. A. (2017). *Aplikasi Lughat al-Fasldalam Pengajaran Bahasa Arab Using Lughat al-Fasl in Teaching Arabic Language*. MANU Bil, 26, 153-183.
- Sanusi, T.O. (2021). *Teachers perception of factors inhibiting teaching of Arabic language in upper basic schools in Kwara south*. A dissertation submitted to the department of art social science education, Faculty of Education Al-Hikmah University of Ilorin
- Shafie, M., Yusoff, N. and Baharudin, H. (2019). Insight Arabic Teacher: The Challenges and Solutions to Arabic for Bidayah's Pupils. *Creative Education*, 10, 2658-2670. doi: 10.4236/ce.2019.1012193.
- Sopian, A. (2016). *Tahap Pertuturan Bahasa Arab Dalam Kalangan Pelajar yang mengambil Kursus Bahasa Arab di Uitm Melaka*. In e-Proceeding of the 3rd International Conference on Arabic Studies and Islamic Civilization (174-187). Kuala Lumpur, Malaysia.
- Zaini, A., Redzaudin, M., Ismail, R., Zakaria, N., Hamdan, H., &Rushdan, M. (2017). *Permasalahan Pengajaran Dalam Bahasa Arab Di Malaysia*.