
AN ASSESSMENT OF ADEQUACY OF THE AIMS, GOALS AND OBJECTIVES OF BASIC SCHOOL ARABIC CURRICULUM IN OYO STATE, NIGERIA

BY

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Abstract

This study assessed the adequacy of aims, goals and objectives of Upper Basic Arabic Language Curriculum in Oyo North, Oyo State, based on the views of Arabic Language teachers. In addition it investigated the influence of gender and qualification of the teachers on their assessment. A descriptive method, involving the administration of questionnaire for data collection was used. One hundred and thirty six qualified teachers of Arabic were purposively sampled from the 82 Upper Basic Schools, where Arabic Language was offered in the area. Data collected were analyzed using frequency counts, percentage indices and mean scores to answer research questions, while the hypotheses raised were tested at the 0.05 level of significance using the t-test. The study findings indicated that teachers assessed: the aims, goals and objectives of the Upper Basic Arabic Language Curriculum to be adequate. The findings also revealed that teachers' gender and qualification have a significant relative influence on their assessment. Consequently, it was recommended that: sufficient qualified Arabic teachers should be employed to teach Arabic Language at the Upper Basic level to achieve the adequate aims, goals and objectives of the curriculum; teachers with low qualifications should be encouraged to add additional qualifications; and female students should be encouraged to read Arabic to a professional level, to balance the gender problem in Arabic Education; the Oyo State Government should recognise Arabic Language as a formal teaching subject and give it its appropriate status in the implementation of the Universal Education.

Keywords: Assessment, Arabic, Curriculum, Adequacy

Introduction

Curriculum is the body of programme and practice of education covers all the assumptions and targets of every teaching subject. It is obvious that curriculum is the primary source of any formal education and it makes a distinction between formal and informal education. Formal education in Nigeria has passed through different policies or systems. It began with the colonial educational system, which offered the 8-6-2-3 system of education, i.e. eight years in the primary school, six years in the secondary school, two years of sixth form in Higher School Certificate (HSC) work and three years at the university or other type of higher education (Abdul-Hamid, 2015). In 1955, the Universal Primary Education was introduced in the Western Region and adopted by the Eastern Region in 1957. At that point in time, the duration of primary education was reduced to six-years and that of secondary was reduced to five years (6-5-2-3). The system was in operation until 1977, when the new National Policy on Education was introduced and adopted. The policy, which was edited in 1981, emphasized self-employment, ushered in the 6-3-3-4 education system, signified a 6-year primary education, a 3-year junior secondary education, a 3-year senior secondary education and a 4-year university or other forms of tertiary education (Abdul-Hamid, 2015).

On 30th September, 1999, the Universal Basic Education (UBE) programme was formally launched by President Olusegun Obasanjo. This brought about the adoption of the 9-3-4 system of education. In this system, the 6-years of primary education and 3-years of junior secondary education are merged to nine years in the Basic Levels, three years in the Senior Secondary School and four years in the university or other tertiary institutions. The programme aims at eradicating illiteracy, ignorance and poverty. This assertion is in consonance with the declaration of the World

Conference on Education for All (WCEFA), which was introduced in 1990 (Abdul-Hamid, 2015). Arabic as a foreign language is among the school subjects included in the Universal Basic Education system. Thus, this marks a new trend in the development of Arabic Education in Nigerian educational system. In line with the new development, a new curriculum was designed to separate Arabic Language from Islamic Studies at the primary level and the existing junior secondary school curriculum was re-edited and merged with the primary school curriculum to form the Arabic Basic Education Curriculum (BEC) (Abdul-Hamid, 2015). Traditionally in curriculum development, scholars have defined steps to be followed.

It is observed that goal setting (aims, goals and objectives) and content selection are the major stages of the four basic stages in curriculum planning. While goal-setting answers why we teach and learn, content selection answers what we teach and learn. The major problems militating against our educational system come from faulty goal-setting and unrealistic content selection. Therefore, the role of aims, goals and objectives in curriculum development cannot be trivialised as it serves as the bedrock and the determinant of the purpose of knowledge to be transmitted. It provides a central dividing line between formal and informal education (Ajidagba, 2005). Abdul-Hamid (2015) asserts that the selection of aims, goals and objectives must satisfies certain criteria such as adequacy, appropriateness and consistency.

Purpose of the Study

This study is aimed at assessing the adequacy of the objectives of Arabic curriculum in Basic Schools in Oyo State. Specifically, the study was meant to assess:

1. The adequacy of the objectives of the Basic School Arabic language curriculum with the selected content for classroom instruction.
2. The gender difference in the assessment of the adequacy of the aims, goals and objectives of the Basic Schools Arabic language curriculum with the selected content for classroom instruction.
3. The qualification difference in the assessment of the adequacy of the aims, goals and objectives of the Basic School Arabic language curriculum with the selected content for classroom instruction.

Research Question

1. Are the objectives of Basic School Arabic curriculum adequate with the selected content for classroom instruction?

Research Hypotheses

H₀₁: There is no significant difference between male and female teachers in the assessment of the adequacy of the objectives of the Basic School Arabic language curriculum with the selected content for classroom instruction.

H₀₂: There is no significant difference between teachers with higher qualifications and teachers with lower qualifications in the assessment of the adequacy of the aims, goals and objectives of the Basic School Arabic language curriculum with the selected content. for classroom instruction.

Methodology

This study adopted descriptive method to describe and report teachers' assessment of the objectives of Upper Basic Arabic Curriculum based on their reactions to questionnaire items designed specifically for this purpose. 136 Arabic

teachers were involved in the study. The population was drawn 86 Basic schools in the 13 local governments of Oyo North area of Oyo State using the purposive sampling technique. Questionnaire was used to obtain relevant information from the respondents. The questionnaire contained a brief introduction, followed by two sections (A and B). Section “A” of the instrument was structured to elicit teacher’s bio-data, such as the teacher’s school, gender, educational qualification and years of teaching experience, while section “B” contained 10 items to elicit information on the adequacy of the curriculum aims, goals and objectives. The respondents were given four options against each of the questionnaire items. The options were: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with the values 4,3,2,1 respectively. Respondents were asked to tick any of the four options that represented their assessment of the curriculum. The face and content validity of the instrument was established by making it available to a team of experts consisting of two Language Education lecturers and one Measurement expert. The suggestions of the experts were reviewed. The reliability of the instrument was established by the use of the test re-test method. The questionnaire was administered twice, at an interval of two weeks on thirty (30) Arabic teachers from other schools not included in the sample. The results obtained were subjected to Pearson-Moment Coefficient Correlation and the value of .80 was obtained. The instrument was therefore assumed to be reliable. Frequency counts, percentage indices and mean scores were used to answer the research question, while the t-test statistic was employed to test the two hypotheses at the 0.05 level of significance.

Results

Demographic Data of the Respondents

Table 1:

Distribution of Respondents Based on School Type

S/NO	CATEGORY	NO OF SCHOOLS	PERCENTAGE%
1.	Private	131	96.3%
2.	Public	5	3.7
	Total	136	100%

Table 1 shows that 131 (96.3%) private and 5 (3.7%) public schools constituted the sample. It also shows that the number of students who offer Arabic Language was more in the private basic schools than in the public basic schools.

Table 2:

Distribution of Respondents Based on Teaching Qualification

QUALIFICATION	FREQUENCY	PERCENTAGE
Low Qualification (NCE)	123	90.4%
High Qualification (B. A. Ed.)	13	9.6%
Arabic		
Total	136	100%

Table 2 shows that 123 (90.4%) of the teachers were holders of the Nigeria Certificate in Education (NCE) while 13 (9.6%) were holders of the Bachelors’ of Arts Degree in Arabic Education, indicating that teachers of Arabic with the NCE were more than teachers with B.A (Ed) degree in Arabic.

Table 3:

Distribution of Respondents Based Gender

S/N	Category	No Of Teachers	Percentage%
1.	Male	124	91.1%
2.	Female	12	8.8%
	Total	136	100%

Table 3 shows as well that 124 (91.2%) of the teacher respondents were males while 12 (8.8%) of them were females. This reveals that there were more male teachers than female ones.

Research Question One

Are the aims, goals and objectives of the Upper Basic Arabic Language Curriculum adequate for teaching Arabic?

Table 4:

Teachers' Assessment of the Adequacy of the Aims, Goals and Objectives of the Upper Basic Arabic Language Curriculum

S/N	Statements	Strongly Agree and Agree		Strongly Disagree and Disagree		Raw Scores	Mean Scores
		Frequency	Percent	Frequency	Percent		
1.	The goals of the Upper Basic Arabic Curriculum adequately contribute to realizing the National Aims of Education.	71	52.2	65	47.8	357	2.63
2.	The goals of the Upper Basic Arabic Curriculum satisfy the students' needs.	87	64	49	36	385	2.83
3.	The goals of the Upper Basic Arabic Curriculum relate to the community where the curriculum is being implemented.	88	64.7	48	35.3	358	2.63
4.	The time allocated for the teaching of Arabic at the Upper Basic Education level is not adequate for the goals of the curriculum.	53	38.9	83	61.1	360	2.7
5.	The resources available for teaching Arabic at the Upper Basic Education level are not adequate for the goals of the curriculum.	93	68.4	43	31.6	265	1.9
6.	The objectives of the Upper Basic Arabic Curriculum adequately capture students' listening skills.	90	66.2	46	33.8	375	2.85

7.	The objectives of the Upper Basic Arabic Curriculum adequately address students' speaking skills.	57	33.9	79	66.1	392	2.70
8.	The objectives of the Upper Basic Arabic Curriculum adequately reflect students' reading skills.	70	51.4	66	48.6	348	2.56
9.	The objectives of the Upper Basic Arabic Curriculum do not adequately capture students' writing skills.	62	45.6	74	54.4	373	2.7
10.	The objectives of the Upper Basic Arabic Curriculum cannot meet the societal challenges of students.	43	31.6	93	68.4	397	2.9

Table 4 shows that out of the 136 Arabic Language teacher respondents involved in this study, 71 (52.2%) agreed to the first item that the goals of the Upper Basic Arabic Language Curriculum adequately contribute to realizing the National Aims of Education, while 65 (47.8%) of the respondents disagreed to the item. The raw score of the item was 357 with a mean score of 2.63. Furthermore, 87 (64 %) of the respondents agreed to the second questionnaire item, while 49 (36 %) disagreed. The item scored 385 and a mean score 2.83. Moreover, 88 (64.7%) of the respondents agreed to the third item and 48 (35.3%) respondents disagreed. This item attracted a score 358 and a mean score 2.63. For the fourth item, 53 (38.9) of the respondents agreed that the time allocated for the Upper Basic education level are not adequate with the goals of the curriculum, while 83 (61%) teachers disagreed. The total score of the item was 360 with a mean score 2.7. As regards the fifth item, 93 (68.4%) of the respondents agreed with it, while 43 (31.6%) disagreed. The item attracted a score 265 and a mean score 1.9. Moreover, 90 (66.2%) respondents agreed to the sixth item, and 46 (33.8%) disagreed. The item attracted a score 375 and a mean score 2.9. Fifty-seven (33.9%) of the respondents agreed to the seventh item, 79 (66.1) disagreed. The total score was 392 with a mean score 2.70. seventy (51.4%) of the respondents agreed to item eight, while 66 (48.6%) disagreed. The item attracted a score of 348 and a mean score 2.6. In addition, 62 (45.6%) of the respondents agreed to the ninth questionnaire item, and 74 (54.4%) disagreed. The item total score was 373 with a mean score 2.7. Moreover, 43 (31.6%) of the respondents agreed with the tenth item of the questionnaire, while 93 respondents (68.4%) disagreed. The item attracted a score 397 with mean score 2.9. It could be observed from table 4 that, except for the fifth questionnaire item with a mean of 1.9, the mean scores of all the other items were above the 2.5 mean of the scale. Consequently, it could be inferred from the table that generally, the teachers assessed the aims, goals and objectives of the Upper Basic Arabic Language Curriculum as adequate.

Hypotheses Testing

Research Hypothesis One: There is no significant difference between male and female Arabic Language teachers' assessment of the adequacy of the Aims, Goals and Objectives of the Upper Basic Arabic Language Curriculum.

Table 5:

T-test Analysis showing difference between the male and female Arabic Language teachers of their assessment of the adequacy of the Aims, Goals and Objectives of the Upper Basic Arabic Language Curriculum.

Gender of Respondent	No	Mean	SD	df	t-cal	Sig
Value						
Male	124	28.17	3.75			
				134	6.48	.000
Female	12	21.08	1.62			

Table 5 indicates that the male Arabic teachers have a high mean score (Mean = 28.17, SD = 3.75) compared to the less experienced who have a low mean score (Mean = 21.08, SD = 12.6), this implies a statistically significant difference, $t(134) = 6.48$, $p < 0.05$ in favour of the male Arabic teachers. The null-hypothesis is rejected, indicating that, there is a significant difference between male and female Arabic Language teachers in their assessment of the adequacy of the Aims, Goals and Objectives of the Upper Basic Arabic Language Curriculum.

Research Hypothesis Two: There is no significant difference between teachers of Arabic with high qualification and teachers of Arabic with low qualification in their assessment of the adequacy of the Aims, Goals and Objectives of the Upper Basic Arabic Language Curriculum.

Table 6:

T-test Analysis showing difference between the teachers of Arabic with high qualification and their counterparts with low qualification in their assessment of the adequacy of the Aims, Goals and Objectives of the Upper Basic Arabic Language Curriculum.

Teaching Qualification	No	Mean	SD	df	t-cal	Sig
Value						
Low Qualification (N.C.E)	123	20.08	.64			
				134	8.455	.000
High Qualification (B.A. Ed. Arabic)	13	28.33	3.50			

Table 6 shows that the B. A. (Ed) Arabic degree holders have a high mean score (Mean = 28.3, SD = 3.50) compared to the NCE holders who have low mean score (Mean = 20.08, SD = .64). This implies a statistically significant difference, $t(134) = 8.46$, $P < 0.05$ in favour of the B. A. (Ed) Arabic degree holders. The null-hypothesis is rejected. This implies that, there is a significant difference between teachers of Arabic with high qualification and teachers of Arabic with low qualification in their assessment of the adequacy of the Aims, Goals and Objectives of the Upper Basic Arabic Language Curriculum.

Discussion

The findings of this study, as seen in Table 3, showed that teachers’ assessment of the adequacy of the objectives of Upper Basic Arabic Curriculum was generally positive. This is in line with Abdulhameed (2013) who also found that the Objectives of the Upper Basic Islamic Studies Curriculum are adequate. The low number of the respondents

confirms the studies of Amoloye (2005) and Ibrahim (2006), who found inadequacy of teachers as a problem of teaching Yoruba and Hausa Languages. The researcher is of the opinion that qualified teachers and relevant instructional materials should be provided. This is also in line with Oladosu (2006) who emphasized the need to improve instructional materials and the need to employ professionally trained teachers of Arabic.

Conclusion and Recommendations

The results of this study indicate that the aims, goals and objectives of the Upper Basic Arabic Curriculum are adequate for teaching Arabic at this educational level; teachers' qualification has influence on the assessment of the adequacy of the aims, goals and objectives of the curriculum. Also, Teachers' gender and qualification significantly influence the assessment of the adequacy of the aims, goals and objectives of the curriculum. In view of the findings of this study, it is recommended that:

1. Sufficient qualified Arabic teachers should be employed to teach Arabic Language at the Upper Basic level to achieve the adequate aims, goals and objectives of the curriculum.
2. Female students should be encouraged to read Arabic to a professional level to balance gender problem in Arabic Education.
3. Teachers with low qualification should be encouraged to add additional qualifications so as to achieve the stated aims, goals and objectives.
4. Arabic should be recognised and be given appropriate status in the implementation of Universal Education in Oyo State.

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