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THE INFLUENCE OF TEACHERS ON THE USE OF INSTRUCTIONAL MATERIALS FOR ARABIC LANGUAGE INSTRUCTION IN ILORIN METROPOLIS

Abdullahi Musa Siddiq

ABSTRACT

This study assessed the influence of teachers' variable like experience and qualification on their use of instructional materials for the teaching of Arabic language in Senior Secondary Schools in Ilorin metropolis, Nigeria. The variables of qualification and years of experience were considered on the use of instructional materials. All the teachers of Arabic in the Senior Secondary Schools in Ilorin metropolis constituted the study population. The target population was the teachers of Arabic in the selected schools where Senior School Certificate Examination Arabic curriculum was implemented. All the 21 (twenty- one) teachers of Arabic in the 14 public and 7 private schools that registered their students for SSCE were used in the study. Two research hypotheses were formulated and tested using Chi-square statistical analysis. The findings showed that qualification and experience have influence on teacher's use of instructional materials. Based on the findings; recommendations were given: teachers should be oriented on the use of instructional materials through attendance of seminars, workshops; and that both the government and school proprietors should support teachers financially for improved efficiently on their job.

Key Words: Arabic Language, Qualification, Experience, Instructional Materials

Introduction

Arabic is a Semitic language. It belongs to the West Semitic subdivision of the Afro-Asiatic family of language (Wickens, 1980). The history of Arabic language in Nigeria is traceable to the periods before the colonial era. The contribution of the then existing empires in the Western Sudan towards the development of Arabic language is notable in their socio-economic transactions. Those empires included Mali, Ghana, Songhai and the Kanem-Bornu. Kanem-Bornu Empire encompassed a larger portion of the present day Northeastern States of Nigeria. The religion of Islam, which has its original divine scripture (Al-Qur'an) revealed and preached in Arabic, enables the spread of the language to cut across the Muslim World (Galadanci, 1993). The then Western Sudan, the old Sokoto Caliphate, the old Hausa Kingdom and the then old Ilorin Emirate used Arabic language as a medium of record keeping (Galadance, 1993; Abdulraheem, 1994). This is corroborated by the fact that Arabic is required and spoken as a mother tongue by Shuwa Arabs of Bornu State of Nigeria (Oladosu, 1995; Raji, 1991).

Arabic is presented as a foreign language along with French (Oladosu, 1995). It is relevant to add that, in the 2007 edition of the National Policy on Education, Arabic is listed as one of the elective subjects at the Lower Basic and Upper Basic educational levels. At the Senior Secondary educational level, Arabic is listed as one of the core subjects of the National Policy on Education,

(Federal Republic of Nigeria 2004). The objectives of teaching Arabic at Senior Secondary School Education as noted by Federal Government of Nigeria 2007 include:

1. Sustaining learners' interest in Arabic education already aroused at the Junior Secondary School level;
2. Improving learners' Arabic linguistic skills based on the foundation already laid in the Junior Secondary School;
3. Giving learners adequate opportunities for the use of standard Arabic in speech and writing in the real life situation;
4. Enabling learners to use standard Arabic as self-improvement vehicle; and
5. Motivating the learners to continue the study of Arabic both formally and informally (Federal Ministry of Education (FME, 1985, Oladosu, 2002).

The status of Arabic language, however, requires, among other things, the use of instructional materials because these materials enhance the proper understanding of the lessons, motivate learners, arouse and sustain their interest, make teaching and learning more meaningful and facilitate the assessment of learning outcomes. Curriculum planners are often aware of the above facts and therefore emphasise the need not only to make adequate provisions for instructional materials but also to use them effectively.

There are several commercially produced instructional materials which can be used in the classroom and teachers can still improvise others. Although, the state of the Nigerian economy has made it extremely difficult for the needed teaching and learning materials to be provided in schools, yet these resources can ensure students' involvement in learning events and building their understanding of the language.

The use of instructional materials in the teaching of Arabic as a foreign language enhances effective learning and facilitates desirable change in the behaviour of the learners (Abdullahi, 2011). No curriculum can be effectively successful without adequate educational resources put on the ground. Hence, the success of or failure of any curriculum implementation depends on the availability or non-availability of educational resources. Thus, through the use of instructional materials, the experience of the students can be diversified and school lessons can be connected with daily life and real problem (National Academy of Science, 1996). Thus, for the teachers of any foreign language to make teaching meaningful, they must be conversant with the use of instructional materials in their lesson.

Instructional materials provide students with an enduring view of physical, social and political environment of the learners. Also, instructional materials open up opportunities for the students to be acquainted with the real situations, problems, and potentials, and thus bring about critical thinking and inquisitive mind. Therefore, Arabic language lesson moves from mere teacher-centre verbal instruction to student-centred activity. Resources make students to be involved through practical activities (Ogundele, 1978).

The use of instructional materials is very useful in Arabic language instruction. These resources will ensure that teachers, students, parents, and community members meet their responsibilities to ensure maximum use of resources. Because the classroom is a limited environment, the teaching and learning of Arabic language must extend beyond the four walls of the classroom. The content of the Arabic language curriculum are not only relevant to the environment but are also, derived

from daily experience of a given society. Therefore, the physical environment in and around the vicinity of the school can be used as a living laboratory for the study of natural phenomenon, language development and language acquisition of any society. Whether the school is located in a rural or urban area, the resources in the environment can be used as resources for instruction (National Academy of Science, 1996). This study therefore, is an attempt to examine the influence of teachers on the use of instructional materials for Arabic language instruction in Ilorin metropolis.

Purpose of the Study

The purpose of this study was to broadly examine the extent of teachers' use of instructional materials for the teaching of Arabic. Specifically, the study intends to examine:

1. The extent to which instructional materials such as Posters, Charts, and Real object are being used by teachers of Arabic at the secondary school;
2. The problems encountered by the teachers in the process of obtaining and using instructional materials;
3. The differences in the extent to which instructional materials are used by qualified and unqualified teachers of Arabic; and
4. The differences in the extent to which instructional materials are used by experienced and less experienced teachers of Arabic.

Research Questions

The following research questions were answered in the course of this study:

1. To what extent are instructional materials used in the teaching of Arabic?
2. What are the problem(s) encountered by teachers of Arabic in the process of using instructional materials?
3. Is there any difference in the extent to which instructional materials are used by qualified and unqualified teachers of Arabic? and
4. Is there any difference in the extent to which instructional materials are used by experienced and less experienced teachers of Arabic?

Research Hypotheses

Based on research questions the following hypotheses were tested:

- H₀₁: There is no significant difference in the extent to which instructional materials are used by qualified and unqualified teachers of Arabic in Secondary Schools in Ilorin Metropolis.
- H₀₂: There is no significant difference in the extent to which instructional materials are used by experienced and less experienced teachers of Arabic in Secondary Schools in Ilorin Metropolis.

Research Method

There are many methodologies that can be used while conducting research such as: Historical Research, Descriptive Research and Experimental Research.

Research Type

The research method adopted for this study was descriptive survey method which was considered appropriate by the researcher to give systematic description of Secondary School teachers' use of instructional materials in Arabic language instruction.

Instrumentation

The instrument used for this study was questionnaire developed by the researcher titled **Questionnaire on Arabic Language Teachers' Use of Instructional Materials**. Items in the questionnaire were developed based on the materials derived from the reviewed literature. The questionnaire was made up of two sections: A; and B. Section A of the questionnaire which comprised of 25 items structured on 4 point Likert - type scale of **Always used, Often used, Fairly used and Not used** elicited information on the teachers' use of instructional materials during instruction. Each of the respondents was required to register his/her level of agreement with each item. Section B on constraints affecting teachers' use of instructional materials contained eight items also structured on 2 point Likert-type scale of **Agreed and Disagreed**. The instrument was validated through thorough literature review, expert advice and educational technologies. Reliability of the instrument was established by employing test retest method. Data collected were subjected to Pearson Product Moment Correlation and obtained coefficient reliability of 0.76.

Study Population, Sample and Sampling Techniques

The population for this study comprised of all the teachers of Arabic in the public and private Senior Secondary Schools in Kwara State. All the teachers of Arabic in the Senior Secondary Schools in Ilorin Metropolis constituted the target population. All the twenty-one Senior Secondary School teachers of Arabic at the time of this study were sampled. Fourteen (14) teachers were from public schools, while the remaining seven (7) teachers were from private schools. Purposive sampling was used to select Senior Secondary Schools offer Arabic because not all schools in the metropolis offer Arabic at SSCE level.

Procedure for Data Collection

The instrument was administered by the researcher and research assistants after permission was sought from the school principals in each of the schools that were purposively sampled. After the administration, it was ensured that the questionnaires were completed at the appropriate time.

RESULTS

The data gathered were analyzed using the following procedure: Research questions 1 and 2 are addressed using percentage, while research questions 3 and 4 that have corresponding hypotheses were tested with the use of Chi-square statistic.

Research Question 1

Do Arabic Teachers use Instructional Materials?

The result of the analysis related to this research question is shown in Table 1 below.

Table 1: Number and Percentage of SSS Teachers that use Instructional Materials in Teaching Arabic Language

S/N	Instructional Materials Visual Materials	Always Used	Often Used	Fairly Used	Not Used
1	Posters	NIL	NIL	NIL	21(100%)
2	Models	NIL	NIL	NIL	21(100%)
3	Charts	NIL	NIL	NIL	21(100%)
4	Strip Charts	NIL	NIL	NIL	21(100%)
5	Flip Charts	NIL	NIL	NIL	21(100%)
6	Pictures	NIL	3(14.3%)	1(4.8%)	17(80.9%)
7	Real object	NIL	NIL	2(9.5%)	19(90.5%)
8	Wall map	NIL	NIL	NIL	21(100%)
9	Atlas	NIL	2(9.5%)	5(23.8%)	14(66.7%)
10	Chalkboards	21(100%)	NIL	NIL	NIL
11	Flannel boards	NIL	NIL	NIL	21(100%)
12	Recommended textbooks	15(71.4%)	3(14.3%)	3(14.3%)	0 (0%)
13	Transparencies	NIL	NIL	NIL	21(100%)
14	Overhead projectors	NIL	NIL	NIL	21(100%)
15	Slides	NIL	NIL	NIL	21(100%)
16	Films	NIL	NIL	NIL	21(100%)
17	Magazines	NIL	2(9.5%)	1(4.8%)	18(85.7%)

Table 2: Audio Materials

S/ N	Audio Materials	Always Used	Often Used	Fairly Used	Not Used
1	Radios	NIL	1(4.8%)	2 (9.5%)	18(85.7%)
2	Records	NIL	NIL	NIL	21(100%)
3	Tape Recorders	NIL	NIL	NIL	21(100%)
4	Audio Tape's cassette	NIL	NIL	NIL	21(100%)

Table 3: Audio-Visual Materials

S/N	Audio-Visual Materials	Always Used	Often Used	Fairly Used	Not Used
1	Television Programmes	0 (0%)	0 (0%)	0 (0%)	21(100%)
2	Computer System	0 (0%)	0 (0%)	0 (0%)	21(100%)
3	Video Tapes	0 (0%)	0 (0%)	0 (0%)	21 (100%)
4	Language Laboratories	0 (0%)	0 (0%)	0 (0%)	21 (100%)

From the data in Table 1 above it can be deduced that a majority of the teachers do not use instructional materials regularly or do not use them at all. This is because over 60% of all the items shown are "often used" or "not used" as instructional materials.

Research Question 2

What type of problem(s), if any, do Arabic language teachers encounter in their use of instructional materials?

Table 4: Number and Percentage of Teachers' Responses on Constraints in the use of Instructional Materials

SN	Description	Agreed	Disagreed
1	There is no fund to purchase instructional Materials	15 (71.4%)	6 (28.6%)
2	I have not attended workshops on how to use instructional materials	18 (85.7%)	3 (14.3%)
3	I do not know how to manipulate some available Instructional materials	16 (76.2%)	5 (23.8%)
	The school authorities do not encourage the use of instructional materials	11 (52.4%)	10 (47.6%)
5	Instructional materials are not well taken care of in my school	8 (38.1%)	13 (61.9%)
6	Using instructional materials waste a lot of time	11 (52.4%)	10 (47.6%)
7	I do not know how to improvise instructional materials	11 (52.4%)	10 (47.6%)
8	Teachers are not taught how to use instructional Materials	14 (66.7%)	7 (33.3%)
9	Adequate arrangement is not made to pack and keep Instructional materials in my school	8 (38.1%)	13 (61.9%)
10	Money spent to improvise instructional materials is usually provided by the teachers	18 (85.7%)	3 (14.3%)

Table 4 above shows that seven (7) problems are associated with obtaining and using instructional materials. These are:

- (i) Lack of funds to purchase instructional materials;
- (ii) Teachers' non-attendance of workshops on how to use instructional materials;
- (iii) Ignorance about how to manipulate some of the available instructional materials;
- (iv) The assumption by teachers that using instructional materials wastes time;
- (v) Ignorance about how to improvise instructional materials;
- (vi) Teachers not being taught how to use instructional materials; and
- (vii) That money spent to improvise instructional materials is usually provided by the teachers.

On the whole, three of the questionnaire items do not constitute a hindrance to obtaining and using instructional materials by the teachers of Arabic sampled for the study. Half of the teachers claimed that the school authorities encourage them to use instructional materials. The majority of the teachers also indicated that the school authorities care for instructional materials and actually ensure that they are well-kept.

Hypotheses Testing

The results related to the hypotheses tested in the study are as shown in Tables 5 and 6 below:

Hypotheses 1: There is no significant difference in the extent to which instructional materials are used by qualified and unqualified teachers of Arabic.

Table 5: Chi-square Analysis Showing the Extent of Utilization of Instructional Materials by Qualified and Less-qualified Teachers of Arabic

Qualifications		Always Used	Often Used	Fairly Used	Not Used	Total	Df	Calculated χ^2	Critical χ^2
Qualified	Observed	5	5	3	1	14	3	15.00	7.82
	Expected	3.3	4.5	3.3	3.3	14.0			
Unqualified	Observed	0	1	2	4	7			
	Expected	1.7	2.0	1.7	1.7	7.0			
Total	Observed	5	6	5	5	21			
	Expected	5.0	6.0	5.0	5.0	21.0			

Significance level = $p \leq 0.05$

Table 5 above shows that the calculated χ^2 value is 15.00 while the critical χ^2 value is 7.82 with 3 (df) degree of freedom and at alpha level of 0.05. Since the calculated value is greater than the critical value, this implies that the null hypothesis 1 which stated that there is no significant difference in the usage of instructional materials by qualified and unqualified teachers of Arabic in Ilorin metropolis is hereby rejected and the alternate hypothesis accepted revealing that there is significant difference in the utilization of instructional materials by qualified and unqualified teachers of Arabic in the metropolis. To ascertain where the significant difference lies, the highest frequency and percentage for both the qualified and unqualified teachers were computed, thirteen (13) respondents representing (61.9%) and zero representing (0%) of qualified and unqualified teachers in the usage of instructional materials for teaching Arabic. Therefore, the direction of difference was in favour of qualified teachers of Arabic with 61.9%.

Hypothesis 2: There is no significant difference in the extent to which instructional materials are used by experienced and less experienced teachers of Arabic.

Table 6: Chi-square Analysis Showing the Extent of Utilization of Instructional Materials by Experienced and Less-Experienced Teachers of Arabic

Experiences		Always Used	Often Used	Fairly Used	Not Used	Total	Df	Calculated χ^2	Critical χ^2
Experienced	Observed	6	4	2	1	13	3	15.00	7.82
	Expected	3.7	2.5	2.5	4.3	13.0			
Less-experienced	Observed	0	0	2	6	8			
	Expected	2.3	1.5	1.5	2.7	8.0			
Total	Observed	6	4	4	7	21			
	Expected	6.0	4.0	4.0	7.0	21.0			

Significance level = $p \leq 0.05$

Table 6 above shows that the calculated χ^2 value is 15.00 while the critical χ^2 value is 7.82 with 3 (df) degree of freedom and at alpha level of 0.05. Since the calculated value is greater than the critical value, implying that the null hypothesis 2 which stated that there is no significant difference in the usage of instructional materials by experienced and less-experienced teachers of Arabic in Ilorin metropolis is hereby rejected and the alternate hypothesis accepted revealing that there is significant difference in the utilization of instructional materials by experienced and less-experienced teachers of Arabic in the metropolis. To ascertain where the significant difference lies, the highest frequency and percentage for both the experienced and less-experienced teachers were computed, twelve (12) respondents representing (57.1%) and zero representing (0%) of experienced and less-experienced teachers in the usage of instructional materials for teaching Arabic. Therefore, the direction of difference was in favour of experienced teachers of Arabic with 57.1%.

A Summary of the Major Findings

Based on the analyzed data and the results obtained, the following represents a summary of the findings:

1. In terms of utilization of instructional materials, textbooks and chalkboards were the only instructional materials constantly used in teaching Arabic while others were occasionally used;
2. The problems associated with obtaining and using instructional materials were positive;
3. There was a significant difference between the utilization of instructional materials by qualified and unqualified teachers of Arabic. This is in favour of qualified teachers; and
4. There was a significant difference in the utilization of instructional materials by experienced and less-experienced teachers of Arabic. This is in favour of the experienced teachers.

Discussion

As it can be seen in the result of the analysis in Tables 1 – 4 above most Arabic language teachers do not always make use of instructional materials in their instruction. However, the study revealed that the instructional materials that are always used by the teachers of Arabic were chalkboards and textbooks. This finding agrees with the findings of Wright (1976), Taiwo (2000), and Yusuf (2001). More so, this showed that although instructional materials are recommended in Arabic language curriculum and the teachers have positive response in their use, however, they are rarely used or never used to enrich Arabic language teaching which makes Arabic lessons to be dull, as Hasberry and Moroz (2000) postulated.

The findings related to factors militating against use of instructional materials as observed in their responses include, lack of funds, low teachers morale, lack of needed pedagogical skills, and time constraints, among others, were identified as factors militating against the effective use of instructional materials. These findings agree with the findings of Cole (1973), Okeke (2000), and Taiwo (2000) who identified mainly these factors as constraints in the use of instructional materials.

On the influence of teachers' qualification and their use of instructional materials, the findings indicate that qualified teachers had higher attitude score than the unqualified teachers. It should be stressed that the finding agrees with Ibrahim (1993), Darling (2000), Agun (1978), and Babatunde (2005) who discovered that training reflects in teachers' performance.

On the influence of teachers' experience on their use of instructional materials, findings indicate significant difference between the experienced and less experienced Arabic language teachers in their use of instructional materials. The finding is in line with Murnane and Philips (1981), Adedoyin (1989), and Ojo (2007). They posited that experienced teachers improve their students' achievements through effective teaching with the use of instructional materials.

Research Conclusions

From the findings of this study, the following research conclusions can be derived. First, chalkboards and textbooks are the commonly instructional materials used by teachers of Arabic.

Second, the teachers identified such factors as lack of funds, inadequate training, lack of technological skills, low teachers' morale; etc as inhibiting factors against the effective use of instructional materials. Thus, teachers' lack of instructional materials may be accounted for by the constraints they face in using instructional materials. However, teachers' qualification and experience had significant influence on the teachers' use of instructional materials.

Recommendations

Based on the research findings the following recommendations are made:

1. Both Federal, and State Government, and school proprietors should allocate adequate funds for purchasing the needed instructional materials in the schools.
2. Arabic text writers should always endeavor to include teachers' guide in their texts. This should include methods and guide on the use of instructional materials to elucidate the various contents of the text.
3. There is also the need for constant workshops on how to use instructional materials. This could be organized on zonal basis by the National Association of Teachers of Arabic and Islamic Studies (NATAIS) with seasoned educational technologists as resource persons. The themes of the workshops should include, among others, methods of improvising simple instructional materials.
4. Schools should be allowed to make provisions in their budgets for purchasing instructional materials.

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