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**EFFECT OF VISUAL RESOURCES ON THE ACADEMIC PERFORMANCE  
OF UPPER BASIC STUDENTS IN ARABIC LANGUAGE IN ILORIN  
METROPOLIS**

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**Abstract**

*This study investigated the effect of visual resources on students' performance in Arabic language in Upper Basic Schools in Ilorin Metropolis. A quasi experimental design informs of the null-equivalent pretest, posttest control group design was adopted for the study. The sample consisted of one hundred and eighteen (118) students of Arabic language drawn from two sampled upper basicschools in Ilorin West and Ilorin East Local Government Areas, Kwara State. Two schools were purposively sampled for this study. The experimental group comprised of 62 students while control group comprised 56 students. Both groups were exposed to pre-test to determine there previous knowledge and post-test after taught for three weeks. Analysis of covariance (ANCOVA) was used to test all the hypotheses formulated. The findings showed that the students taught using visual resources performed significantly better than their counterparts taught without using visualresources. Another finding shows that male students taught with visual resources performed better than their counterparts (females) taught without visual resources. Based on the findings, it was recommended among others, that, teachers of Arabic language should expose their learners to constant use of visual resources, as this will promote learning, active engagement in the class, and self-motivation in Arabic lessons.*

**Keywords:** Arabic, Visual Resources, Male, Female, Ilorin Metropolis.

## Introduction

Language is a means of communicating ideas and feelings from one person to the other. This may be verbal or non-verbal. It is also a basic tool for acquiring knowledge which is very important in learning and it is also a system of arbitrary vocal symbols that permit all people in a given society to communicate and to interact with one another. Hornby (2003) opines that language is a system of communication in speech and writing that is used by people in a particular community, state or country. Bamidele (2005) observes that language is a decisive factor in the development of thinking, formation of concept and the demonstration of potential intelligence. He added further that learning involves language not only as a passive medium for receiving instruction but also as an essential means of forming and handling central concepts. Therefore, difficulty in language hampers understanding and development in all areas of education. Olajide (2008) asserts that the role of language in intellectual development cannot be overemphasized, it makes man because it informs, invigorates and propels his mind in the acquisition of knowledge and values.

Arabic is a member of the Semitic family of languages (Hitti, 1976) in Oladosu 1992, and perhaps the only one among them that has gallantly stood the test of time, gained a wide range of currency and left an indelible mark on the course of world history, culture and civilization (Hitti, 1976) in (Oladosu, 1992). It is on record that Arabic has been used to write scientific treatises like chemistry, alchemy, algebra, physics, medicine, astronomy, geography, optics and mathematics (Sabra, 1976).

Arabic, just like any advanced natural languages such as English and French, is one of the languages that have acquired an international status in the United Nations and other international bodies. It is also used for international relations, diplomacy and religious concerns. Also, Arabic has influenced the national languages, the literatures and the orthographies of many countries. For example, Persia and Urdu languages are written in Arabic characters, Turkish used to be represented with Arabic script, the language of Indonesia, Burma, Afghanistan, India, Iran and Indo-China reflect characteristic features of Arabic language while Maltese is basically a mixture of Arabic and Italian Lexis (Chejne, 1969) in (Oladosu, 1992). Ajelabi (2012) asserts that the teaching of Arabic language in non-arabic speaking countries has always been associated with Islam. Although, Arabic as a language, either spoken or read is used everyday by more than a quarter of the world population, Sumayah (2002), posits that some people are skeptical in touching any Arabic written document in some quarters. NO convinced reason is given for this than the negative perception and the notion that Arabic is one of the useless, backward and unproductive languages in the world.

Fafunwa (1974) explains that for centuries scholars have realized that Arabic as a language and Islam as a religion have contributed substantially to world civilization. It is through the Arabs and not the Romans that the modern world achieved light and power through science. Adegbite (2003) justifies that Arabic is an international language and *lingua franca* of twenty-two nations in the world. Basically, there is no difference between Arabic language of today and that of yesterday. It remains a standard language. In addition, other characteristics such as eloquence, fluency, melody, amidst others. Arabic language has maintained its qualities among the fleet of international languages. Some areas in which Arabic language can be useful to our society that will give impetus to learn it or even to make it compulsory subject in the school curriculum from primary to secondary school levels are included in its contribution to science, technology, media, world trade, international policies, religion as well as information and communication technology.

The Federal Republic of Nigeria (2004) states that Arabic language is one of the elective subjects at the secondary school level, thus, not every student in secondary school is expected to study Arabic at this level forgetting that it is the language of Islam, in other words, Islamic and Arabic are part of



inseparable twin. It is imperative to point out here that more privilege and opportunities should be given to the learning in all level of education so as to achieve the five main national objectives of Nigerian as philosophy of education stated in the second National Development Plan and endorsed as the necessary foundation for the National Policy on Education one of the building of;

A free and democratic society;

A just and egalitarian society;

A great and dynamic economy;

A land of bright and full opportunities for all citizens.

Dada (2003) views objective as a thing which is set out to achieve. Objectives are the expected or intended outcome which one strives to achieve. It is usually the set curriculum objective that determines what is to be taught, how it should be taught and whom it should be taught to. It is an attempt of finding out why one should learn Arabic. The following can be stated as part of the aims of language learning in Nigeria based on the National Philosophy of Education.

To achieve national consciousness and unity;

To form appropriate values and attitudes for society individual survival;

To train the mind so that learners can understand the world around them; and

To encourage learners to acquire skills that will make the effective and meaningful (functional

Instructional materials are teaching materials available to teachers in planning and carrying out their teaching endeavor. They are the materials that help the teachers to carry out their task of impacting knowledge effectively.

Abolade and Olumorin (2004) points out that visual resources help in focusing attention and motivation of learners when appropriate visual resources are used to introduce, develop on conclude a teaching and learning process. The traditional method of teaching which can be referred to as the "teacher- chalk-talk" method is boring and is no longer able to cope with effective teaching.

Olateju(2011) agrees that visual resourcesgenerally make the teaching-learning process easier. It implied that in order to appreciate the importance of visual resources in the teaching-learning process, the following can be generally considered as the reason for using them;

Gain and hold the attention of learners.

Provide visual aspects to a process or technique

Focus attention on highlight of the lesson

Create impact etc.

It is imperative that if the teachers of Arabic use visual resources while teaching the subject as a foreign language the teaching will be meaningful and the students will comprehend the subject.

Teaching Arabic language requires the use of visual resources for the fact that it is a foreign language.

A model by ASSURE is designed by Hinch (1982) cited in Ogundeji (2009) to examines how teacher can systematically plan for the effective use of instructional materials.

S- State objective



- A- Analyse learner
- S- Select, modify or design materials
- U- Utilize materials
- R- Require learner's response
- E- Evaluate.

If this principle is followed, while teaching Arabic language with visual resources, teaching will be effective and the learner's will be carried along. Farenri(2004) notes that visual resources give students unique experiences, which make them to be better interested in the lessons in order to ensure a greater level of understanding. These learning materials transcend time and space barrier, as they are capable of making available remote events in place of and time to the physical and immediate environment. It is on this note I want to conclude that, the learners can be comfortable with the use of visual resources in teaching and the development of language skills, i.e. listening, speaking, reading and writing could be enhanced particularly in teaching Arabic language

### **Purpose of the Study**

The purpose of this study includes;

1. Whether the use of visual resources have significant effect on the academic performance of senior secondary school students in Arabic.
2. If there is any difference in the academic performance of male students of Arabic taught with the use of visual resources and their counterparts taught without the use of visual resources.
3. If there is any difference in the academic performance of female students of Arabic taught with the use of visual resources and their counterparts taught without the use of visual resources.

### **Research Question**

1. Does the use of visual resources have significant effect on the academic performance of senior secondary school students in Arabic language?

### **Research Hypotheses**

**H<sub>01</sub>:** *There is no significant difference between the academic performance of Arabic language students taught with the use of visual resources and those taught without the use of visual resources.*

**H<sub>02</sub>:** *There is no significant difference between the academic performance of male students of Arabic taught with the use of visual resources and their counterparts taught without the use of visual resources.*

### **Methodology**

#### **Design**

A quasi-experimental design in the form of null-equivalent control group design was adopted for the study. The design resembles the pre-test- post-test- control group design, except that the non-equivalent control group design does not involve random assignment of subjects to groups.

**Table 1: Research Layout**

Group	Pre test	Treatment	Post-test
Experiment	O <sub>1</sub> X	O <sub>2</sub>	
Control	O <sub>3</sub>		O <sub>4</sub>

**Key:**

- O<sub>1</sub>= represent pre-test of experimental group
- O<sub>2</sub>= represent post-test of the experimental group
- X= represent treatment for experimental group
- O<sub>3</sub>= represent pre-test of the control group
- O<sub>4</sub>= represent post-test of the control group
- Non treatment for control group.

Table 1 shows the experimental group and the control group. Subjects in the two groups were pre-tested on Arabic language performance test prepared by the researcher. The experimental group received the treatment using visual resources while the control group was taught without the use of visual resources (conventional method). After the treatment all the groups were tested using a parallel version of questions used for pre-test and post-test. The study used the following instruments to gather information from the samples.

Arabic Language Performance Test (ALPT): The researcher made use of Arabic language performance test to determine the effect of visual resources on the students' performance in Arabic Language. Arabic Language performance test (ALPT) is a multiple choice objective test which contains of 50 items within four options (A-D) constructed by the researcher to cover the aspects of Arabic language, that is, topics selected for this study.

Teaching instruments for the two groups: visual resources and conventional method. The study used teaching materials as applicable for the two groups. The researcher personally taught the experimental group students. Although the researcher used the normal Arabic language teacher in the selected school for control group, he was retained to conform to the required skill needed to teach according to specification. This was to reduce the variation, which might have existed among the teachers used in the study. Thus, similar visual resources were employed across the treatment and control groups.

Scheme of work and lesson notes prepared by the researcher; the scheme showed the area of Arabic language curriculum, which the researcher selected for use in this study with assistance of experts in test construction, Arabic language educators, and Arabic language teachers in the secondary schools were sought and through split-half method, the reliability co-efficient of 0.67 of the instrument (ALPT) was obtained using Pearson Product Moment Correlation Coefficient Statistics.

**Sample**

In this study, a sample of 118 upper basic students drawn from two secondary schools in Ilorin metropolis, Kwara State, participated in the study. The two schools were selected using Purposive Sampling techniques. The selected schools have 62 students for experimental group and 56 students for control group using visual resources and conventional groups respectively.

**Procedure for Data Collection**

The researcher visited the schools used and sought permission for the use of the schools from the appropriate authorities. The study covered a period of three weeks. During the first week, the researcher



personally administered the treatment on the experimental group. This is because exceptional permission was granted by the school for lesson to take the last two one and half hours on specified days and usually the last two periods. The control group teacher was given instructions to teach following the conventional method as stipulated in teaching instrument for the control group. During the week, first period, SLTSS was conducted to classify the students into groups based on scoring ability. The ALPT was administered on the subjects as pre-test at the second period. Treatment commenced and lasted for two weeks. The students in treatment group were taught with the aid of visual resources, while those in control group were taught with the conventional method, after which both groups were exposed to the same post-test.

### Data Analysis Techniques

The data collected was analysed using Analysis of Covariance (ANCOVA) statistics from SPSS software to test the three null hypotheses. The pre-test score of the sample was used as covariate in testing the hypotheses.

### Results

#### Answering Research Question

Does the use of visual resources have significant effect on the academic performance of senior secondary school students in Arabic language?

In order to answer this research question, the pre-test and post-test scores of the respondents were collated and analysed through the Main Gain Score. The output is shown in table 2

Table 2: the pre-test and post-test scores in Arabic language

	Pre-test	Post-test	Main Gain Score
Experimental	13.1935	30.7097	17.5167
Control	13.4543	18.0535	4.5105

Table 2 shows that the MGS of the treatment group is 17.5167 while the MGS of the control group is 4.5105 in Arabic language. It is observed that the treatment group performed better than their counterparts taught Arabic language without the visual resources.

### Hypotheses Testing

*H<sub>01</sub>: There is no significant difference in the performance of students taught using visual resources and those taught without the use of visual resources*

Table 3: ANCOVA Analysis Showing the Performance of Students in Arabic

Source	Type III sum of Square	df	Mean Square	Calculated f value	Sig
Corrected model	4781.727 <sup>a</sup>	2	2390.863	110.293	0
Intercept	2190.728	1	2190.728	101.061	0
Pre-test	68.722	1	68.722	3.17	.078
Group	4765.684	1	4765.684	219.847	0
Error	2492.892	115	21.677		
Total	79285	118			
Corrected Total	7274.619	117			

a. R. Square = .657 (Adjusted R Square = .651) P less than 0.05

Table 2 shows that the calculated  $f$ -value is  $219.847 (1:117) = (0.000)$  computed at critical  $P$ -value of 0.05. Since the calculated  $P$ -value (0.000) is less than the critical  $P$ -value of 0.05, hypothesis 1 is hereby rejected and the alternative hypothesis is accepted. This means that there is significant difference between the academic performance of Arabic students taught with the use of visual resources and their counterparts taught without the use of visual resources.

**Ho<sub>2</sub>:** *There is no significant difference between the academic performance of male students of Arabic taught with the use of visual resources and their counterparts taught without the use of visual resources.*

**Table 4: ANCOVA Analysis Showing the Significant Difference in the Performance of Male and Female Students in Arabic**

Source	Type III sum of Square	df	Mean Square	Calculated $f$ value	Sig
Corrected model	73.070 <sup>a</sup>	2	36.535	0.678	0.510
Intercept	3154.113	1	3154.113	58.514	0.000
Pre-test	28.904	1	28.904	0.536	0.465
Gender	42.183	1	42.183	0.783	0.378
Error	6198.904	115	53.904		
Total	92889	118			
Corrected Total	6271.975	117			

a. R. Square = 0.12 (Adjusted R Square = .006).

Table 3 shows that the calculated  $F$ -value is  $0.783 (1:117) = (0.378)$  computed at the critical  $P$ -value of 0.05. Since the calculated  $P$ -value is greater than 0.05, hypothesis 2 is hereby accepted. That is to say, there is no significant difference between the academic performance of male students of Arabic taught with the use of visual resources and their counterparts taught without the use of visual resources.

### Findings and Discussion

The major findings of this study revealed that there was positive significant difference in the performance of students taught using visual resources and their counterparts taught without visual resources in teaching Arabic. There was significant difference between the academic performance of male students of Arabic language taught with visual resources and their counterparts taught without the use of visual resources. There was positive significant difference between the academic performance of female students of Arabic taught with the use of visual resources and their counterparts taught without the use of visual resources in teaching Arabic language.

One of the effects is that the students taught using visual resources had mean gain score significantly different from those students taught without the use of visual resources. This finding is in line with Iyewanrun (1989), Olarewaju (2004) and Talat (1996) who observed that students taught using visual resources perform better than their counterparts taught in the other group without visual resources. The finding of this study is an indication that performance of students in Arabic language would be greatly improved if students are constantly taught with visual materials. Another finding of this research revealed that male students taught using visual resources performed better than their counterparts female students taught without using visual resources. This agreed with the finding of Ajelabi (2000), Daniel (2008) and Abolade (2009) who observed that visual resources are things used to help concretize intellectual enterprise and they help to convey the knowledge one is imparting.



## Conclusion

It has been observed that the students' performance in Arabic language is poor despite the importance of the subject as a means of interacting with the Arabs in particular or with the Arabic speakers in general and specifically language of Islam. The major causes of the poor performance is attributed to inappropriate method of teaching employed by Arabic teachers forgotten it's a foreign language. It is against this back drop that this study is conducted to investigate the effect of visual resources on the teaching and learning of Arabic language.

This study has contributed to knowledge in the area of strategies to be employed in the teaching of Arabic language. It showed that students' exposure to visual resources which provide room for interaction, enhance students' performance in Arabic language. In other words, the use of visual resources can improve the performance of the students either male or female who have been observed to perform poorly in Arabic language.

## Recommendations

The following recommendations are made, based on the findings of this study.

- i. Teachers of Arabic language should expose their learners to constant use of visual resources, as this will promote learning, active engagement in the class, and self-motivation in Arabic lessons, discovery learning, learning by doing and learning by experiences.
- ii. The teachers education program should be geared towards the preparation of Arabic language teachers that will enable them to acquire and maintain appropriate instructional technique, which could be needed after training and which will promote effective teaching and learning. Curriculum developers should develop instruction that will bring about development and acquisition of critical thinking, problem solving and performance skills in students.
- iii. Government should make available various forms of visual resources for teaching the subject so that instructional objectives of Arabic teaching in the upper basic schools can be achieved.

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