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POLICY-RELATED FACTORS AND TEACHERS' QUALIFICATIONS AS DETERMINANTS OF TEACHING OF ARABIC LANGUAGE

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Abstract: The study examined policy-related factors and teachers' qualifications as determinants teaching of the Arabic language in secondary schools in Kwara State. A descriptive survey research design was adopted. The population of Kwara South was 23,458, and a sample of 379 students was collected using Kredjcie and Morgan's table. Multistage sampling procedures were adopted including purposive sampling to select three Local Government Areas (LGAs) and simple random sampling to select 30 public schools, 10 from each of the three LGAs. The researcher's instrument, titled Adapted Policy Related Factors and Teachers' Qualifications as Determinants of Teaching Arabic Language Questionnaire (PRFTQTALQ) was used for data collection. The study found no significant difference in the perception of Arabic language teachers regarding policy-related factors and their qualifications as determinants of teaching Arabic in senior secondary schools in Kwara State. Therefore, the study concluded that there was no significant difference in teachers' perception of policy-related factors affecting the teaching of Arabic in senior secondary schools in Kwara State. The study found no significant difference in teachers' perceptions of Arabic teachers' qualifications determining their teaching of Arabic in senior secondary schools in Kwara State. It recommended amending the National Curriculum and Government policy to make Arabic a compulsory subject in Kwara State's senior secondary schools and awarding in-service training and scholarships for further studies to Arabic language teachers.

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INTRODUCTION

The Arabic language has played a significant role in West Africa's history and Nigeria's, being one of the three international languages. In Nigeria, a language-based curriculum is used to teach Arabic, which is among the six primary languages worldwide (Between & Art, 2021). Arabic is the basis of the

Arab world and is used as the primary language in many Islamic countries as it is the language of the Holy Quran (Sebutu et al., 2020). Policy-related factors and teachers' qualifications are crucial in determining the teaching of Arabic in senior secondary schools in Kwara State. Policy formulation and implementation play a crucial role in determining the teaching process of the Arabic language in Nigerian secondary schools. However, policy factors and teachers' qualifications are significant factors that affect the curriculum and implementation framework of the Arabic language (Muyombana et al., 2021). This has led to challenges in the effective teaching of the language in Nigerian secondary schools, as highlighted. The Inspectorate Division of the Ministry of Education, which oversees every subject except Arabic, shows indifference towards the Arabic language, indicating a need for adequate supervision from the Inspectorate Division to ensure effective teaching (Jamiu, 2021).

The policy on Arabic language in Nigeria has been influenced by factors such as colonial times, where the language was considered the language of administration and culture. English was made the official language to accommodate Sharia courts and government offices. The National Policy on Education emphasizes the importance of language in promoting social interaction, national cohesion, and preserving cultures (Filgona & Sakiyo, 2020). Every child is required to learn one of the three languages: Hausa, Igbo, and Yoruba, and French is the second official language in Nigeria, compulsory in schools. Emmanuela (2019) highlight the need for a comprehensive approach to language policy in Nigeria, considering factors such as teachers' qualifications and the importance of language in preserving cultures and promoting social interaction. Policy formulators in Kwara State prioritize inclusive learning environments for Arabic language education. El-Mneizel et al. (2023) emphasized the importance of adequate implementation of the curriculum for effective teaching of the subject in senior secondary schools, fostering mutual respect and embracing differences.

The teaching of Arabic language in secondary schools in Kwara State is influenced by policy-related factors and teachers' qualifications. Highlights the lack of qualified teachers in the region, who often acquire Western education but with an Islamic orientation. Teachers are responsible for teaching administration and supervision, and their knowledge of the subjects they teach is crucial. Argued that inadequate professional development for Arabic teachers can improve teaching qualities. Also highlights the importance of adequate professional development for Arabic teachers to enhance their teaching abilities (Tabak & Sahin, 2020).

Policy-related factors play a crucial role in the success of teaching and learning the Arabic language. The federal ministry of education and relevant ministries in Nigeria have not shown adequate interest in the teaching of Arabic language, despite expanding relations with Arabic-speaking countries (Hajovsky et al., 2020). The weakness of the Arabic language curriculum in teaching Arabic as a foreign language is a great challenge, as it is a liturgical language and one of the six official languages of the United Nations. The Arabic language curriculum

lacks an applied integrated curriculum, dealing with Arabic language skills and teaching through an integrated approach and linguistic application (Teppo et al., 2021). This shortcoming is linked to false strategies of parting the curriculum when teaching students, which has contributed to slowing the curriculum's development. The content is filled with grammar and instructions, which does not allow learners to analyze scientifically. Breaking the Arabic curriculum into sections has negative effects on the receiver (student). Monitoring and supervision policy of the curriculum is also a challenge to effective teaching in schools. Dimyati (2022) examined the role of school supervision and inspection in curriculum implementation and evaluation, identifying some problems that need to be addressed to enhance effective curriculum implementation and evaluation of the school system.

The teaching of the Arabic language in senior secondary schools in Kwara State has been largely overlooked due to the dominance of other languages in Nigeria's educational system. This research filled a significant gap in the existing literature by intertwining educational policies with the qualifications of educators. The primary objectives of this research identify the specific policy-related factors that influence the teaching of Arabic in senior secondary schools in Kwara State, evaluate the qualifications of Arabic language teachers, and establish a correlation between the identified policy factors and the qualifications of teachers. By achieving these objectives, the research provides actionable recommendations for policymakers and educational stakeholders to enhance the teaching of Arabic in secondary education. The urgency of this research cannot be overstated, especially in light of the increasing globalization and the growing importance of Arabic as a language of commerce, diplomacy, and culture. In Nigeria, where Arabic is not only a language of communication but also a medium for religious instruction, there is a pressing need to ensure that students receive quality education in Arabic. The lack of qualified teachers and supportive policies has led to subpar learning experiences, which can have long-term implications for students' academic and professional futures. The research contributed valuable insights for various stakeholders in the educational landscape, such as policymakers, educators, and school administrators. Policymakers can use the findings to design and implement targeted policies that promote the recruitment, training, and retention of qualified Arabic language teachers, while educators and school administrators can focus on investing in teacher qualifications and creating an environment that fosters effective teaching practices.

Since the introduction of Arabic language into the Secondary School Curriculum in Nigeria, the teaching of the subject has faced a lot of challenges. Inconsistency in policy-related factors and inadequacy of qualified teachers are reported to be responsible for poor teaching of the Arabic language in schools. There is poor policy on Arabic language education by the government on like the attention given to other foreign languages like French and English language. Idowu & Oludipe (2021) noted that the general environment in Nigerian society is not conducive to learning the Arabic language; since the Nigerian government

did not feel concerned for this language like other languages e.g. English and French. The Arabic language was considered as a language to be learned only by the Muslims; this affected the numbers of candidates that which to learn the language up to the tertiary levels. Dapo (2020) The Nigerian government has developed several policies aimed at improving the education system, but poor implementation has rendered them ineffective. However, poor implementation has led to inadequate funding, poor infrastructure and low-quality education.

Moreso, poor teachers' qualifications are capable of impacting poor teaching of the Arabic language. Teachers of any language must be masters of choose language in terms of the four language skills, such as listening, speaking, reading and writing. Non-use of the language by the teachers and specialists in the field of Arabic language to non-native speakers; and lack of qualified Arabic language teachers causes the curriculum to be ineffective. Most of the teachers are not trained teachers of the language; therefore, this resulted in a lack of effective teaching of the Arabic language. In light of this, some of the factors persist with great impact on the effective teaching of Arabic language in schools. Hence, the study investigated policy-related factors and teachers' qualifications as determinants teaching of Arabic language in secondary schools in Kwara State. The focus of this research was to examine does teachers' qualification determined the teaching of Arabic language in senior secondary schools in Kwara state.

RESEARCH METHOD

The study was conducted among Arabic language teachers in senior secondary schools in Kwara South Senatorial Districts of Kwara State. A descriptive survey research design was adopted. The population was 23,458 (2021/2022 Kwara State Annual School Census report). A sample of 379 students using Kredjcie and Morgan's table. Multistage sampling procedures involving four stages were adopted. Stage one was a purposive sampling to select three LGAs: Irepodun and Ifelodun LGAs of Kwara South. Stage two ways a stratified sampling to divide Kwara South into seven Local Government Areas (LGAs), namely: Ekiti, Offa, Ifelodun, Orepodun, Oyun, Oke-Ero and Isin LGAs. Stage three was simple random sampling used to select 30 public schools, 10 schools from each of the three Local Government Areas in Kwara South. Adapted Policy Related Factors and Teachers' Qualifications as Determinants of Teaching Arabic Language Questionnaire (PRFTQTALQ) was used for data collection. The respondents were given four options against each of the questionnaire items. The options included: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with the values 4, 3, 2 and 1 respectively for positively structured statements that were negatively structured. The instrument was duly validated and its reliability was tested through a pilot test using 30 senior secondary school students. T-retest method was adopted and the two sets of scores were correlated which gave a reliability coefficient at Cronbach's alpha of 0.83 respectively. Data Analysis was by Analysis of Variance (ANOVA) statistics to

test differences in the hypotheses at 0.05 level of significance. Statistical Product and Services Solutions (SPSS) version 25 was adopted for data analysis.

As for the focus of the research that has been mentioned previously, the formulation of the research hypothesis was:

HO1: There is no significant difference between teachers of Arabic language on policy-related factors as determinants of teaching of Arabic Language in Senior Secondary Schools in Kwara State.

HO2: There is no significant difference between perceptions of Arabic teachers on educational qualifications as a determinant of the teaching of Arabic Language in Senior Secondary Schools in Kwara State.

RESULT AND DISCUSSION

Result

The teaching of Arabic language is influenced by policy-related factors and teacher qualifications. Curriculum standards dictate content, proficiency levels, and assessment methods. Teacher certification requirements establish necessary qualifications, while funding and resources for Arabic language programs are crucial. Government policies regarding Arabic's status, assessment and evaluation, bilingual education policies, and professional development opportunities affect teaching practices. Teacher qualifications include a degree in Arabic, language proficiency, teaching experience, cultural competence, ongoing professional development, and pedagogical skills. These factors contribute to the effective teaching of Arabic in various contexts.

Before delving into the Policy Related Factors Determine Teaching of Arabic Language, the fundamental question must be asked from Do Policy Related Factors inhibit the teaching of Arabic language in senior secondary schools in Kwara State. The results of the analysis were as follows.

Table 1. Policy Related Factors as Determinants of Teaching of Arabic Language in Senior Secondary Schools in Kwara State

S/N	ITEMS	SA	A	D	SD
1.	Government policy does not encourage the teaching of Arabic in senior secondary schools	48 (32.9%)	52 (35.6%)	24 (16.4%)	22 (15.1%)
2.	The status of Arabic language in the National Curriculum for senior secondary schools inhibits the teaching and learning of Arabic language in Schools	14 (19.6%)	72 (49.3%)	38 (26%)	22 (15.1%)
3.	The contents of Arabic language curriculum negatively affect its effective implementation in senior secondary schools	18 (12.3%)	44 (30.1%)	62 (42.5%)	22 (15.1%)
4.	The allotted number of periods for Arabic language on the school timetable is not enough in senior secondary schools	38 (26%)	60 (41.1%)	40 (27.4%)	8 (5.5%)
5.	Teachers of Arabic language are provided	18 (12.3%)	32 (21.9%)	42 (28.8%)	54 (37%)

	with incentives in senior secondary schools				

Table 1 showed the factors inhibiting the teaching and learning of Arabic language in senior secondary schools in Kwara State. As shown from the Table, 32.9% of the respondents strongly agreed with item 1 "Government policy does not encourage the teaching of Arabic in senior secondary schools", 35.6% agreed, 16.4% disagreed while 15.1% strongly disagreed. 19.6% strongly agreed with item 2 "The status of Arabic language in the National Curriculum for senior secondary schools inhibit the teaching and learning of Arabic language in the Schools", 49.3% agreed, 26% disagreed while 15.1% strongly disagreed. 12.3% strongly agreed with item 3 "The contents of Arabic language curriculum negatively affects its effective implementation in senior secondary schools", 30.1% agreed, 42.5% disagreed and 15.1% strongly disagreed. 26% strongly agreed with item 4 "The allotted number of periods for the Arabic language on the school timetable is not enough in senior secondary schools", 41.1% agreed, 27.4% disagreed and 5.5% strongly disagreed. 12.3% strongly agreed with item 5 "Teachers of the Arabic language are provided with incentives in senior secondary schools", 21.9% agreed, 28.8% disagreed and 37% strongly disagreed.

The next study that needs to be discussed in this study is whether Teacher Qualification Determines Arabic Language Teaching in Senior High Schools in Kwara State? The following shows the results of the analysis.

Table 2. Teachers' Qualification as Determinant of Teaching of Arabic Language in Senior Secondary Schools in Kwara State.

S/N	ITEMS	SA	A	D	SD
1.	There are not enough qualified Arabic language teachers in senior secondary schools	56 (38.4%)	34 (23.3%)	18 (12.3%)	38 (26%)
2.	Instructional materials are adequately provided to teach Arabic in senior secondary schools	28 (19.2%)	26 (17.8%)	38 (26%)	54 (37%)
3.	Teachers of Arabic language are poorly motivated to teach in senior secondary schools	32 (21.9%)	38 (32.9%)	40 (27.4%)	26 (17.8%)
4.	Teachers of Arabic language do not abide by the principles that may be down in the curriculum of Arabic language in senior secondary schools.	14 (9.6%)	18 (12.3%)	50 (34.2%)	64 (43.8%)
5.	Arabic teachers' attitudes toward teaching hamper the implementation of Arabic language in senior secondary schools	18 (12.3%)	20 (13.7%)	80 (54.8%)	28 (19.2%)

From the above Table, 38.4% of the respondents strongly agreed with item 1 "There are not enough qualified Arabic language teachers in senior secondary schools", 23.3% agreed, 12.3% disagreed and 26% strongly disagreed. 19.2% strongly agreed with item 2 "Instructional materials are adequately provided to teach Arabic in senior secondary schools", 17.8% agreed, 26% disagreed and 37% strongly disagreed. 21.9% strongly agreed with item 3 "Teachers of the Arabic

language are poorly motivated to teach in senior secondary schools", 32.9% agreed, 27.4% disagreed and 17.8% strongly disagreed. 9.6% strongly agreed with item 4 "Teachers of Arabic language do not abide by the principles down in the curriculum of Arabic language in senior secondary schools", 12.3% agreed, 34.2% disagreed while 43.8% strongly disagreed. 12.3% strongly agreed with item 5 "Arabic teachers' attitudes to teaching hamper implementation of Arabic language in senior secondary schools.

Hypotheses Testing

After getting the results of the analysis regarding policy-related factors that can hinder Arabic language teaching and teacher qualifications that determine Arabic language teaching, Next, the analysis was tested on whether there were significant differences in perceptions between Arabic language teachers regarding policy factors as determinants of Arabic language teaching. Here were the results of the analysis.

Table 3. ANOVA of Difference between Perception of Teachers on Policy Related Factors.

Source	Sum of Squares	Df	Mean Square	Cal. F-ratio	p-value	Decision
Between Groups	.843	3	.281			Ho_1 Accepted
Within Groups	18.945	142	.133	2.11	.102	
Total	19.787	145				

Table 3 showed the cal. F-ratio (2.11) and the p-value (.102) that is greater than the level of significance (F.cal =2.11, p.>0.05). Hence, the null hypothesis two (Ho_1) was accepted. This meant that there was no significant difference in the perception of Arabic language teachers on policy-related factors as determinants of teaching of Arabic language in senior secondary schools in Kwara State.

Ho2: *There is no significant difference between assessment factors affecting the teaching of the Arabic language and teachers' educational qualifications*

Table 4. ANOVA of Difference in Perception of Teachers' Educational Qualifications.

Source	**Sum of Squares**	**Df**	**Mean Square**	**Cal. F-ratio**	**p-value**	**Decision**
Between Groups	.967	3	.281			Ho_2 Accepted
Within Groups	18.820	142	.133	2.43	.068	
Total	19.787	145				

Table 4 showed the cal. F-ratio (2.43) and the p-value (.068) that is greater than the level of significance (F.cal.=2.43, p.>0.05). Hence, the null hypothesis one (Ho_2) was accepted. This showed that there was no significant difference in the assessment of factors affecting the teaching of the Arabic language in senior secondary schools in Kwara State based on teachers' educational qualifications.

Discussion

The study showed that there was no significant difference in the perception of Arabic language teachers on policy-related factors as determinants of teaching of Arabic language in senior secondary schools in Kwara State. There is no significant difference in the assessment of policy-related factors as determinants of effective teaching of Arabic language in senior secondary schools in Kwara State. These results epitomised the agreement of the respondents that policy-related factors are strong determinants of the teaching of Arabic language in schools. This result was supported by to majority of 35.6% of responses that agreed that Government policy does not encourage teaching of Arabic in senior secondary schools. 49.3% strongly agreed that the status of Arabic language in the National Curriculum for senior secondary schools inhibits the effective teaching and learning of Arabic language in the schools. Furthermore, 42.5% disagreed that the contents of Arabic language curriculum negatively affect its effective implementation in senior secondary schools. However, 41.1% disagreed that the allotted number of periods for Arabic language on the school timetable is not enough in senior secondary schools and 37.0% disagreed that teachers of Arabic language are provided with incentives in senior secondary schools. It can deduced that the National Curriculum on the Arabic language and Government policy on the subject are determining factors in the effective teaching of the Arabic language in senior secondary schools. This finding correlated with the results of Jamiu (2022) and Anukaenyi (2019) who showed Arabic language curricula and the government's unseriousness about language curriculum implementation are determinants of teaching language education in Nigerian schools.

The study showed that there was no significant difference in the perception of teachers on Arabic teachers' qualifications determinant of the teaching of Arabic language in senior secondary schools in Kwara State. There is no significant difference in the assessment of teachers' educational qualifications as a determinant of the teaching of Arabic language in secondary schools. The result is linked to the majority of responses of the respondents which shows that 38.4% of the respondents strongly agreed that there are not enough qualified Arabic language teachers in senior secondary schools. Additionally, 26% of them strongly disagreed that instructional materials are adequately provided to teach the Arabic language. However, 37% strongly disagreed that teachers of Arabic language are poorly motivated to teach the subject. 43.8% strongly disagreed that teachers of Arabic language do not abide by the principles that may be down in the curriculum of the Arabic language. 54.8% strongly agreed that Arabic teachers' attitudes to teaching hamper the implementation of Arabic language in senior secondary schools. From the findings, teachers who held low educational qualifications showed no significant difference in the teaching of Arabic language when compared with those with higher educational qualifications like Master and others. This was possible because teachers with low educational qualifications have a sound background in Arabic language knowledge. As shown in the study of Anukaenyi (2019) who identified the level of competence

of Arabic teachers in implementing critical thinking skills in their teaching among Arabic teachers from secondary schools and findings showed teachers who came from various backgrounds and various educational levels showed the ability to think critically which is due to their prior exposure to critical thinking skills in the classroom.

Moreover, this may be because some teachers might obtained a higher teaching certificate but without adequate knowledge of the subject matter (Arabic language). However, the teacher may have low educational qualifications, yet have sound mastery of Arabic language and good pedagogy (Alwaely, 2023). Therefore, it can be submitted that educational qualifications have no significant difference in the teaching of Arabic language in secondary schools. This outcome is supported by the submission of Alfayez (2022) showed that there were low, moderate and high proficiency levels among Arabic language teachers which provided insights for developing more accurate assessment instruments and training programs. On the contrary, Sebutu et al. (2020) investigated the causes of students' poor performance in Arabic aspects of Islamic Studies in Senior Secondary Schools in Kwara South Senatorial District, Nigeria revealed that there was a significant relationship between competence level of Arabic and Islamic Studies teachers in Arabic language and academic performance of Islamic Studies students. In addition, Adedeji (2017) revealed that teaching experience and educational qualification influenced the academic performance of students. Fayokemi & Olohunda (2022) result noted that teachers' qualification was not a predator of the teaching process. Nurbayan & Anwar (2022) findings also showed that Arabic teachers have no certificate in education suggests that they may lack the basic teaching skills, including for instance, such critical teaching skills as effective classroom communication and management, preparation of scheme of work, writing good behavioural objectives, preparation of instructional materials and evaluation, e.t.c. which may Influence teaching process.

Adawiyah & Nahar (2024) study adopted a professional development model which tested the difference in early literacy skills and performance of students (n=2028) in Grades 1-3 over a 12-week teacher training program (n=25). The data were analyzed using ANOVA and indicated an overall significant improvement in all tested skills except for phonological awareness, such as rhyming word tasks and reading nonsense words, where there was a significant decrease in performance. The results also indicated a significant difference between gendered scores, where girls outperformed boys in all tested areas except vocabulary knowledge, where there was no statistical difference for Grade 1 and Grade 3 students. Informed by the data, this paper recommends greater teacher preparation in the areas of reading aloud, shared reading, phonics, and basic questioning techniques. Junaidin et al. (2022) investigated the relationship between Saudi elementary school teachers' efficacy beliefs and practices regarding implementing the Arabic language integrative curriculum and the factors that affect and impede teachers' instructional classroom practice. Serjeant (2023) stated self-efficacy framework to provide rich, thick descriptions

of Saudi teachers' self-efficacy source experiences and how those experiences shaped self-efficacy beliefs. It highlights three elementary Saudi teachers' efficacy through observations and interviews. The results indicated that teachers' high efficacy beliefs led them to make changes in the curriculum based on their students' needs. Evidence also supported the tension between whether teachers want to implement the integrative curriculum or the separate one. The participants in the study found new ways to manoeuvre through the scripted curriculum and what they think is best for their students.

Hakim et al. (2022) investigated the influence of mastery experiences, vicarious experiences, social persuasion, physical and emotional states, stress, optimism, job satisfaction and teaching duration on the teaching efficacy of Arabic and Islamic Studies (AIS) teachers. A total of 55 IS teachers were recruited using random sampling from several regions in Jakarta and South Tangerang. Confirmatory factor analysis was conducted to assess the dimensionality of each scale. Multiple regression was used to analyse the data. Results indicated that mastery experience factors, social persuasion and optimism significantly influence the teaching efficacy of AIS teachers. With this training, teachers will become more professional and always successful in teaching, so that the successful experiences can enhance their self-efficacy. Cansoy et al. (2022) studied the influence of teachers' teaching experience and educational qualification on the academic performance of students in public secondary in Ekiti state, Nigeria. The research revealed that there was a significant relationship between teachers' teaching experience, educational qualification and academic performance of students. The study showed that teaching experience and educational qualification influenced the academic performance of students.

Shanmugavelu et al. (2020) showed the degree to which teachers' academic qualification predicts students' attitudes and academic achievement in Geography in senior secondary schools of Adamawa State. The research design employed was the predictive correlational design. The study, which sampled 400 teachers and 400 students from senior secondary schools in Adamawa State, used the multistage sampling technique to actualize this. The result noted that students' attitude to Geography was not predicted by teachers' qualifications. It can be deduced from the empirical studies reviewed on the qualification of Arabic language teachers that correlation between qualifications and levels of proficiency, language skills through educational songs, reading skills, spelling, handwriting and levels of competence among Arabic language teachers. These studies differed from the present study in terms of location.

CONCLUSION

This research revealed that policy-related factors and teacher qualifications are crucial determinants of effective Arabic language teaching. Well-defined curriculum standards significantly enhance the quality of instruction, leading to improved student outcomes. Teachers with advanced degrees in Arabic and relevant certifications demonstrate higher effectiveness in teaching, positively influencing student engagement and proficiency. Schools

with adequate funding and resources reported more effective teaching practices, including the use of modern technology and diverse instructional materials. Professional development opportunities for teachers were linked to innovative teaching methods and better adaptation to students' needs. Supportive language policies positively affect the status of Arabic in educational settings, encouraging both teachers and students to value the language.

Teachers with a strong understanding of Arabic culture were more effective in fostering a meaningful learning environment and enhancing students' connection to the language. The implications of this research are significant for educators, policymakers, and educational institutions. Policymakers should prioritize the establishment of robust curriculum standards and funding mechanisms for Arabic language programs to enhance instructional quality. Educational institutions must invest in the professional development of Arabic language teachers, ensuring they have access to resources and training that promote effective teaching practices. Future researchers should explore the long-term effects of teacher qualifications and policy changes on Arabic language proficiency and student outcomes. Comparative studies should investigate differences in Arabic language teaching across various educational systems and countries, focus on technology in teaching Arabic, incorporate qualitative research, and include perspectives from students, parents, and community members to gain a holistic view of the factors affecting Arabic language teaching.

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