

GENDER AND EDUCATIONAL BACKGROUND AS FACTORS INHIBITING TEACHING OF ARABIC LANGUAGE IN SENIOR SECONDARY SCHOOLS IN KWARA STATE

Taofeeq Olamilekan Sanusi¹ Ibrahim Solahudeen Owoyale- AbdulGaniy² Jamiu
Abdur-Rafiu³

^{1*2*3}Arts and Social Science Education, Faculty of Education, Al-Hikmah University
Ilorin, Nigeria

Corresponding Email: sanusitaofeeq2009@gmail.com

Abstract

The study examined the factors preventing the teaching of Arabic in senior secondary schools in Kwara State. The population was 23,458, and a sample of 379 students was selected using Kredjcie and Morgan's table. Multistage sampling procedures were used with purposive sampling to select three Local Government Areas (LGAs) and stratified sampling for seven LGAs. Simple random sampling was used to select 30 public schools, 10 from each LGA. The Adapted Gender and Educational Background as Inhibiting Factors of Teaching Arabic Language Questionnaire (GEBALQ) was used for data collection. The instruments were validated and reliability tested through pilot testing with 40 senior secondary school students. The study used a T-retest method and correlation statistics to analyze the impact of gender and educational background on teaching Arabic in senior secondary schools in Kwara State. The results showed that gender did not significantly inhibit teaching Arabic, while educational background significantly inhibited it. The study concluded that both male and female Arabic language teachers should put more effort and commitment into teaching the subject, as their overall teaching of Arabic language is subpar. Additionally, the study recommended that Arabic language teachers should undergo training and re-training to improve their proficiency in Arabic script, dialects, grammar, vocabulary, pronunciation, calligraphy, and literature. Overall, the study highlights the need for improved teaching methods and support for both male and female Arabic language teachers in Kwara State.

Keywords: Gender Factors, Educational Background, Arabic Language

Introduction

Arabic is the language spoken by the inhabitants of Aljazeeraatul Arabiyyah (Arabic peninsula). It is also the predominant language in Arabized nations such as Syria, Iraq, Lebanon, and the entire North African region (Solahudeen et al., 2022). Arabic serves as the language of the Qur'an, the ultimate authority in Islam. It is a language of sacred rites that facilitates the dissemination of scientific knowledge and discoveries across different regions. Arabic is intricately intertwined with the Islamic faith. In Nigeria, the Arabic language is prevalent among the Arab indigenous community known as "Suwar Arabs," with Arabic being their native tongue in northern Nigeria (Solahudeen et al., 2022). The pedagogy of Arabic language education encompasses the cultivation of

Arabic-related skills, competencies, attitudes, and cultural heritage in students. This educational endeavour is facilitated by proficient educators who adhere to universally accepted principles and methodologies (Solahudeen et al., 2022). Arabic studies are incorporated into the curriculum of educational institutions in Nigeria across all levels - primary, secondary, and tertiary. Furthermore, the Arabic language has garnered global prominence within the Muslim community for its sacred role as the language of communication with Allah in Islam. Presently, there is a heightened global emphasis on the acquisition of Arabic driven by religious, political, and economic motivations. Aziz and Rasheed (2024) emphasized the pivotal role of the educator as a crucial component in the academic journey of students.

Despite the vital role of Arabic language in the spiritual, social and economic growth of the nation, its teaching in senior secondary schools is affected by the gender of the teachers. The Arabic teaching profession attracts more males than females, possibly due to the significant role of male religious teachers in society, contradicting previous research (Cushman, 2005; Johnson, 2008). Akmalayah and Ratnasih (2017) showed that Arabic language textbooks had no material indicating gender bias. The involvement of males and females in Arabic language material had no bias in gender issues. The educational background of Arabic language teachers is crucial for effective teaching in senior secondary schools. Teachers should have previous traditional Arabic training, mastery of Arabic alphabets, and fluency in speaking Arabic, have basic vocabulary mastery, and Arabic verb modifications. This background is essential for effective teaching in Madrasha or Arabic schools. The professional background of the educator influences the quality and efficacy of pedagogical delivery (Ayodele & Adegbile, 2003).

Statement of the Problem

Poor teaching of Arabic language in senior secondary schools has been attributed to many factors which include gender and educational background of the teachers. Gender is capable of inhibiting the effective teaching of Arabic language. There is widely held belief that Arabic language is dominated by male than female and that there is gender difference in the methods employed in teaching of Arabic language in senior secondary schools. Similarly, poor educational background can inhibit the teaching of Arabic language as it has been reported that lack of previous Arabic training is a factor affecting the teaching of the subject in schools. The teaching of Arabic language is difficult for teachers to teach in senior secondary schools without background knowledge of basic concepts of Arabic language. Such teachers may not be able to master important Arabic language script which consists of the 28 Alphabets, poor Arabic grammar, and Arabic vocabulary. Also, the teaching of Arabic pronunciation with sounds like "خ" (kh), "غ" (gh), and "ق" (q), as well as Arabic literature, may be extremely difficult as a result of lack of educational background in Arabic language. Hence, the paper examined gender and educational background as factors inhibiting the Teaching of Arabic language in senior secondary schools in Kwara State.

Purpose of the Study

1. To examine gender as a factor inhibiting the Teaching of Arabic Language in senior secondary schools in Kwara State.
2. To assess educational background as a factor in Inhibiting the Teaching of Arabic Language in senior secondary schools in Kwara State.

Research Questions

1. Does gender have a positive factor in inhibiting the Teaching of Arabic Language in senior secondary schools in Kwara State?
2. Does educational background has positive factor in inhibiting Teaching of Arabic Language in senior secondary schools in Kwara State?

Research Hypotheses

Ho1. There is no significant differences between the Gender of the Arabic Teachers and Teaching of Arabic Language in Secondary Schools in senior secondary schools in Kwara State.

Ho2. There is no significant differences between educational background of Arabic Language Teachers and Teaching of Arabic Language in Secondary Schools in senior secondary schools in Kwara State.

Literature Review

Arabic Language

The Arabic language has played a significant role in West Africa and Nigeria's history, as it is one of the youngest semantic languages and is spoken by people in various dialects such as Arabian, Iraqi, Syrian, Egyptian, Tunisia, and Moroccans. Arabic education has been spread in Nigeria since the arrival of Islam, with teaching beginning in Northern Nigeria. Early Arabic education teachers focused on living on gifts, and the noble principle of reducing the status of teachers to that of beggars led to them seeking charitable Muslims for support and food (Jami & Susanti, 2023). When their efforts were insufficient, they would send learners to receive charity to sustain themselves and their families. This noble principle has contributed to the development of Arabic and Islamic education in Nigeria (Adeyemi, 2016). The Arabic language, with a rich history spanning over 1500 years, is characterized by its unique alphabet, dialects, complex grammar, vast vocabulary, distinct pronunciation, and renowned calligraphy. It has various dialects, including Modern Standard Arabic, Classical Arabic, and regional dialects like Egyptian, Levantine, and Gulf Arabic. Arabic grammar features trilateral roots, patterns, and suffixes, while its vast vocabulary is derived from roots and patterns. Arabic calligraphy is renowned for its beauty and artistic expression, and its literature is rich with famous authors.

Teaching Arabic, like other languages, aims to proficiently develop four essential skills: speaking, listening, reading, and writing (Hussien, 2018; Rohman, 2014). Generally, Arabic learning materials are categorized into three main components - phonology, morphology, and syntax (Wekke, 2017). Phonology serves as the fundamental pillar for mastering the skills of speaking and listening (Taha & Haddad, 2017). From a linguistic perspective, Arabic stands out as a language of immense richness in its vocabulary. An intriguing aspect of Arabic is the ability to articulate intentions using a diverse range of words, varying from two to hundreds (Shamsuddin & Ahmad, 2017). Consequently, a profound understanding of word forms, the functionality of articles, pronouns, genders, numbers, and the nuanced meanings resulting from structural disparities is indispensable when embarking on the journey of learning Arabic (Zailani et al., 2014). Nigerian secondary schools teach Arabic language, with approved syllabi developed by the West African Examination Council (WAEC) in 1968 and 1974. Arabic is closely tied to Islamic teachings and is a subject of Islamic faith. The transformation aims to facilitate knowledge transfer and align the language with modern communication methods in artificial intelligence algorithms, helping individuals overcome communication and learning challenges (Doohee, 2024).

Gender of Arabic Language Teachers

Gender is defined as the social and cultural roles of each sex, rather than genetics (Lips, 2018). It encompasses biological, behavioural, physical, and mental characteristics that differentiate males and females (Irandu, 2023). Gender and sex are not interchangeable, as sex refers to the biological distinction between genders. Gender affects the responsibilities, roles, opportunities, constraints, and needs of females and males in all social contexts (Filgona & Sababa, 2017). Research indicates that the gender of teachers can impact the teaching Arabic language, particularly in terms of:

1. Student motivation and engagement: Female teachers may be more effective in motivating female students to learn Arabic, while male teachers may have a similar impact on male students.
2. Teaching style and approach: Female teachers tend to use more collaborative and student-centred approaches, while male teachers may adopt more traditional and lecture-based methods.
3. Language instruction: Female teachers may focus more on language nuances, grammar, and vocabulary, while male teachers may emphasize reading and writing skills.
4. Classroom dynamics: Gender can influence classroom interactions, with female teachers potentially creating a more nurturing environment and male teachers fostering a more competitive atmosphere.
5. Cultural and social factors: In some Arabic-speaking countries, gender segregation and cultural norms may influence teacher-student interactions and learning outcomes.
6. Teacher-student rapport: Students may perceive female teachers as more approachable and empathetic, while male teachers may be seen as more authoritative.
7. Learning outcomes: Some studies suggest that female teachers may be more effective in improving students' Arabic language proficiency, particularly for female students.

However, it's essential to note that these findings are not universal and can vary depending on individual teachers, students, and contexts. Effective teaching is not solely determined by gender, and both male and female teachers can be highly effective in teaching Arabic language.

Educational Background of Arabic Language Teachers

Arabic language teachers typically have a Bachelor's degree in Arabic Language and Literature, Linguistics or related fields, a Master's degree or Ph.D. in Arabic Language, Linguistics or Education, teacher training programs or certifications, specialized courses or diplomas in teaching Arabic as a foreign language (TAFL), proficiency in Modern Standard Arabic (MSA), knowledge of Arabic language teaching methodologies, curriculum design, and assessment techniques, familiarity with language learning technologies and online resources, and continuous professional development to stay updated on best practices and research in language teaching. In some countries, they may hold certifications like Ta'allum al-'Arabiyyah li-Ghayr al-Natiqeen biha, Diploma

in Teaching Arabic as a Foreign Language (DTAFL), or Certificate in Teaching Arabic Language and Culture (CTALC).

Empirical Review

Studies on Gender as a Factor Inhibiting Teaching Arabic Language in Secondary Schools

Lawal's (2024) study examined the views of 45 language educators at the University of Ilorin, specifically in the Arts and Education faculties, on the potential of the Arabic language in addressing Nigeria's economic challenges. The research used a purposive sampling method and a 15-item checklist. The results showed no significant difference in views between male and female lecturers on the efficacy of the Arabic language in alleviating economic recession in Nigeria. The findings suggest that the Arabic language holds promise as a tool for mitigating economic challenges in Nigeria. Tuki's (2024) survey in Kaduna and Edo, Nigeria, examined factors influencing gender-egalitarian attitudes, focusing on gender, education level, religious affiliation, and geographical region. Results showed a positive correlation between educational attainment, female gender, and support for gender equality in both states. Studies have shown that teachers' gender does not significantly impact academic achievement, with no significant difference between male and female teachers' views on Arabic language teaching. Arabic language textbooks have been found to have no material indicating gender bias (Gerald et al., 2012; Lawal, 2024; Akmaliyah & Ratnasih, 2017). However, Alnahdi and Schwab (2023) found that female teachers held more positive attitudes towards teaching than male teachers. Kama et al. (2014) found that males generally outnumbered females in the area of Arabic language teaching, contradicting previous findings. The construction of textbooks in Arabic language education perpetuates a gender-unbalanced representation.

Omar's (2018) study found that the majority of the committees responsible for Arabic language textbooks for the first three grades in Jordan were females, with nursing and teaching being the most prominent occupations. The study used various analytical tools to analyze gender roles in these textbooks. Kurfi (2018) explored gender inequity in Arabic education in Nigeria, examining impediments and societal perceptions. The study aims to provide women with better opportunities for Arabic education and advocates for equal opportunities for women. It advocates for the use of modern materials and techniques to address challenges and promote equal opportunities for women in Nigerian education. Kama et al.'s (2014) study on the gender distribution of English and Arabic educators in Malaysian public universities found a significant gender disparity. Female English instructors were more represented than their Arabic counterparts, while males dominated in Arabic language instruction. This highlights the need for more inclusive and diverse educational environments.

Studies on Educational Background as a Factor Inhibiting Teaching of Arabic Language in Secondary Schools

Soliman and Khalil (2022) provide an overview of Arabic language instruction in the UK, highlighting the importance of communication in learning. They found that Arabic educators often focus on writing exercises over listening and speaking skills. However, they face challenges in identifying suitable methodologies and resources for Arabic diglossia. The article highlights the challenges faced by Arabic instructors, including teacher training, professional development, and curriculum design. Recent

initiatives aim to strengthen Arabic instruction as a community language. Hamidin's (2022) study examined the challenges faced in teaching and learning Arabic at National Religious Secondary Schools (SMKA) in Selangor. The research involved three students, three teachers, and three parents, and used a qualitative approach. The findings showed that obstacles in Arabic teaching are linked to individuals' positive disposition towards the language, a lack of effective teaching methodologies, and an unsupportive learning environment that hinders students' linguistic development. The study highlights the need for improved teaching methods and support for Arabic education.

Zurqoni et al. (2020) conducted a qualitative study on the implementation of Arabic language acquisition in Islamic High Schools (Madrasah Aliyah) in Indonesia. The study involved 27 Arabic educators, 9 principals, and 45 students from 9 MAs across three provinces. The findings revealed that the teaching of Arabic language did not meet the criteria for success. Challenges faced by teachers and students included students' insufficient fluency in reading Arabic, mastery of basic vocabulary, and complexities in Arabic verb conjugations. The study also found that qualified teachers were insufficient in mastering the four language skills, such as listening, speaking, reading, and writing. Non-use of the language by teachers and specialists in the field of Arabic language to non-native speakers further hindered the effectiveness of the curriculum. Shafie et al. (2019) explored the challenges faced by teachers teaching Bidayuh's pupils Arabic using observation, interviews, and video recordings. The study found that the teacher had lower competency in Arabic language, including pedagogy, and struggled to learn the language due to her non-optionist approach. Adegoke (2016) investigated the impact of incompetence in Arabic on students' performance in Islamic studies in selected senior secondary schools in Ibadan South-East Local Government Area of Oyo State, Nigeria. The quantitative approach was used, with teachers and students randomly selected from six senior secondary schools. The data was analyzed using simple percentages and chi-square statistical analysis. The findings revealed that a significant number of students' poor performance in Islamic studies was due to their lack of exposure to the Arabic language and poor background in Arabic from previous classes. Additionally, some teachers were not competent in Arabic reading and writing.

Oke (2007) conducted a study on 42 Arabic schools in Lagos, assessing their proficiency in six teaching competencies. The participants were asked to evaluate their proficiency and participate in a pedagogy refresher course. The research revealed that the respondents had varying degrees of deficiencies in communicative English, curriculum outlines, lesson plans, behavioural objectives, and assessment of teaching-learning outcomes. Despite this, most participants showed a positive attitude towards addressing their weaknesses. The study suggests that educational institutions, training advisors, and administrators should use the findings to develop and execute appropriate training programs for educators.

Research Method

This study examined Gender and Educational Background as Factors Inhibiting Teaching of Arabic Language in senior secondary schools in Kwara State. A descriptive research design of correlation was used. The population was 23,458 (2021/2022 Kwara State Annual School Census report). A sample of 379 students using Kredjcie and Morgan 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 stratify sampling was used 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 Gender and Educational Background as inhibiting factors of Teaching Arabic Language Questionnaire (GEBALQ) was used for data collection. The questionnaire was divided into two sections; the first section was based on the personnel data: gender (Male, Female) and educational background of Arabic teachers (good previous Arabic training, little previous Arabic training and no previous Arabic language training at All). The second section measured Arabic language teachers' mastery of Arabic language script, Arabic dialects, Arabic grammar, Arabic vocabulary, Arabic pronunciation, Arabic calligraphy and Arabic literature. The questionnaire was a 4-Likert scale type which are; strongly Agreed (SA), Agreed (A), Disagree (D) and Strongly Disagreed (SD). The minimum score is 1 and the maximum score is 32. The instruments were duly validated and their reliability was tested through a pilot test using 40 senior secondary school students. T-retest method was adopted, the two set of scores were correlated which gave a reliability coefficient at Cronbach's alpha of .86. Data analysis was frequency and percentage to present answers to the research questions. Correlation and Regression Analysis were used to test the research Hypothesis at 0.05 level of significance. IBM Statistical Package for Social Science (SPSS) vs 25.0 was for data.

Results and Discussion

Research Question 1: Does gender have a positive factor in inhibiting the Teaching of Arabic Language in senior secondary schools in Kwara State?

Case Processing Summary

			Freq.	Marginal Percentage
Teaching of Arabic Language in senior secondary schools	Gender	Low	232	61.2%
		Moderate	99	26.1%
		High	48	12.7%
		Total	379	100.0%
Mastery of: Arabic script eg. 28 Arabic Alphabets	Female	Agree	58	15.3%
		Disagree	56	14.8%
	Male	Agree	100	26.4%
		Disagree	165	43.5%
Arabic Dialects	Female	Agree	51	13.5%
		Disagree	63	16.6%
	Male	Agree	102	26.9%
		Disagree	163	43.0%
Arabic Grammar	Female	Agree	96	25.3%
		Disagree	18	4.7%
	Male	Agree	80	21.1%
		Disagree	185	48.9%
Arabic Vocabulary	Female	Agree	71	18.7%
		Disagree	43	11.3%
	Male	Agree	95	25.5%
		Disagree	170	44.9%
Arabic Pronunciation	Female	Agree	76	20.1%
		Disagree	38	10.0%

Arabic Calligraphy	Male	Agree	116	30.6%
		Disagree	149	39.3%
	Female	Agree	66	17.4%
		Disagree	48	12.7%
Arabic Literature	Male	Agree	92	24.3%
		Disagree	173	45.6%
	Female	Agree	87	23.0%
		Disagree	27	7.1%
Arabic Speaking Fluently	Female	Agree	78	20.6%
		Disagree	36	9.5%
	Male	Agree	116	30.6%
		Disagree	146	39.3%
Valid			379	100.0%
Missing			0	
Total			379	100.0%

The study reveals that gender does not significantly inhibit the teaching of Arabic language in senior secondary schools in Kwara State. Male teachers reported mastery of Arabic script, Arabic dialects, Arabic grammar, Arabic vocabulary, pronunciation, Arabic calligraphy, and Arabic literature. However, female teachers reported a higher percentage of fluency in Arabic speaking. The overall results showed that low teaching of Arabic language was 61.2%, moderate teaching was 26.1%, and high teaching was 12.7%. This suggests that gender is not a significant factor in the teaching of Arabic language in senior secondary schools. The study also found that Arabic speaking fluency was not a significant factor in the teaching of Arabic.

Research question 2: Does educational background has positive factor in inhibiting Teaching of Arabic Language in senior secondary schools in Kwara State?

Education Background of Arabic Language Teachers

			Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	Previous Training	Arabic	204	55.1	55.1	55.
	Little Arabic Training		129	34.0	34.0	89.1
	No Arabic Training at All		46	10.9	10.9	100.0
	Total		379	100.0	100.0	

Table 2 shows that response to educational background a factor inhibiting the Teaching of the Arabic Language in senior secondary schools in Kwara State. Outcomes showed that 55.1% of the teachers had previous Arabic training. Another 34.0 had little Arabic training while 10.9% had no Arabic training at all.

Research Hypotheses

Ho1. There is no significant differences between the Gender of the Arabic Teachers and Teaching of Arabic Language in Secondary Schools in senior secondary schools in Kwara State.

Table 3: Gender is not a factor Inhibiting Teaching of Arabic Language in senior secondary schools in Kwara State.

Correlations

		Gender of the Arabic Teachers	Teaching of Arabic Language in Secondary Schools
Gender of the Arabic Teachers	Pearson Correlation	1	-.123*
	Sig. (2-tailed)		.017
	Sum of Squares and Cross-products	148722.158	-2341.261
	Covariance	393.445	-6.194
	N	379	379
Teaching of Arabic Language in Secondary Schools	Pearson Correlation	-.123*	1
	Sig. (2-tailed)	.017	
	Sum of Squares and Cross-products	-2341.261	2436.781
	Covariance	-6.194	6.447
	N	379	379

*. Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows that r.calculated $-.123^{***}$ the significant value is .017 at 0.05. Since the significant value of 0.000 is greater than the 0.05 level of significant ($t.cal = -.123^*$; $p < 0.05$). Hypothesis one was hereby accepted. This implies that gender has not significantly inhibited the teaching of Arabic Language in senior secondary schools in Kwara State.

Ho2. There is no significant differences between educational background of Arabic Language Teachers and Teaching of Arabic Language in Secondary Schools in senior secondary schools in Kwara State.

Table 2

Relationship between Educational background and Teaching of Arabic Language in senior secondary schools

		Education Background of Arabic Language Teachers	Teaching of Arabic Language in Secondary Schools
Education Background of Arabic Language Teachers	Pearson Correlation	1	.832**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	190.670	567.079
	Covariance	.504	1.500
	N	379	379
	Pearson Correlation	.832**	1

Teaching of Arabic Language in Secondary Schools	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	567.079	2436.781
	Covariance	1.500	6.447
	N	379	379

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows that r-calculated .832** the significant value is .000 at 0.05. Since the significant value of 0.000 is less than the 0.05 level of significant ($t_{cal}=.832^{**}$; $p.>0.05$). Hypothesis two was hereby rejected. This implies that educational background significantly inhibits the teaching of Arabic Language in senior secondary schools in Kwara State.

Discussion of Findings

The study reveals that gender does not significantly inhibit the teaching of Arabic in senior secondary schools in Kwara State. The research instrument showed that low teaching was 61.2%, moderate was 26.1%, and high teaching was 12.7%, with gender not being a strong factor in the subject. This suggests that both male and female teachers are not inhibited in teaching Arabic. This finding is supported by Lawal (2024) who indicated that there was no substantial distinction between the viewpoints of male and female lecturers concerning the efficacy of Arabic language in alleviating economic recession in Nigeria. Additionally, aligning with the result Akmaliah and Ratnasih (2017) showed that Arabic language textbook had no material indicating gender bias because the involvement of male and female in Arabic language material had no bias gender issues. Supporting this view, Lawal (2024) showed that there was no significant difference between male and female teachers' views on the Arabic language teaching.

However, this study finding is not supported by Alnahdi and Schwab (2023) assessed gender differences in practices and attitudes among teachers showed that female teachers held more positive attitudes toward teaching than male teachers. Moreover, Kama et al. (2014) focused on the distribution of English and Arabic teachers according to their gender and results showed that males generally outnumbered females in the area of Arabic language teaching. It can be submitted that gender is not a factor inhibiting the teaching of Arabic language in senior secondary schools in Kwara State.

The study found that educational background significantly hinders the teaching of Arabic in senior secondary schools in Kwara State. 55.1% of teachers had previous Arabic training, while 34.0 had little training and 10.9% had no training. This aligns with Soliman and Khalil's (2022) research, which highlights the challenge of dealing with Arabic diglossia, where teachers recognize the importance of dialect acquisition but struggle to find suitable methodologies and resources. Tuki (2024) indicated that there was a positive correlation between educational attainment, being female, and support for gender equality in both states. In support of this finding, Zurqoni et al. (2020) showed that obstacles to teaching Arabic stemmed from factors such as students' insufficient fluency in reading Arabic and mastery of basic vocabulary and complexities in Arabic verb conjugations. Sebutu et al. (2020) emphasized that the background proficiency skills of Arabic teachers resulted in a lack of effective teaching of Arabic language. In contrast to this study findings, Hamidin (2022) who indicate that the obstacles in teaching and learning Arabic are closely linked to the individuals' positive disposition towards the language itself. It can be said that educational background significantly inhibits the teaching of Arabic Language in senior secondary schools.

Conclusion

The study found that gender does not significantly affect the teaching of Arabic in senior secondary schools in Kwara State. Male teachers reported mastery of Arabic script, dialects, grammar, vocabulary, pronunciation, Arabic calligraphy, and literature. However, female teachers reported a higher percentage of fluency in Arabic speaking. The study concluded that educational background significantly inhibits the teaching of Arabic in Kwara State. The study recommends that both male and female Arabic language teachers should put more effort and commitment into teaching the subject, as their overall teaching of Arabic is subpar. Arabic language teachers should also undergo training and re-training to upgrade their proficiency in Arabic script, dialects, grammar, vocabulary, pronunciation, Arabic calligraphy, and literature.

References

- Adegoke, K.A. (2016). Investigation into the effect of Arabic incompetence on the student's performance in Islamic Studies In Ibadan South-East of Oyo State in Nigeria. *Tarbiya Journal of Education in Muslim Society*, 3(1), 20-31.
- Adeyemi, K. A. (2016). The trend of Arabic and Islamic education in Nigeria: Progress and prospects. *Open Journal of Modern Linguistics*, 6(3), 197-201.
- Akmaliyah, A., & Ratnasih, T. (2017). Teaching Arabic by gender perspective at Pesantren Darunnajah. *Jurnal Pendidikan Islam*, 3(1).
- Alnahdi, G. H., & Schwab, S. (2023). The impact of gender differences in teachers' teaching practices and attitudes on students' math and science achievement in Saudi Arabia: Evidence from TIMSS 2019 data. *Frontiers in Psychology*, 14, 1066843.
- Ayodele, S. O., & Adegbile, J. A. (2003). *Methods and Strategies for Effective Instruction*. Ibadan. The Powerhouse Press and Publishers.
- Aziz, A. A., & Rasheed, K. (2024). The Influence of Teacher Commitment to Students on Students' Social Development: The Moderating Role of Gender. *Bulletin of Business and Economics (BBE)*, 13(2), 614-621.
- Cushman, P. (2005). Let's hear it from the males: Issues facing male primary school teachers. *Teaching and Teacher Education*, 21, 227-240.
- Doohee, A. H. (2024). The Contribution of Artificial Intelligence to Learning the Arabic Language. 10.24018/ejlang.2024.3.3.120
- Filgona, J., & Sababa, L. K. (2017). Effect of Gender on Senior Secondary School Students' Academic Achievement in Geography in Ganye Educational Zone, Nigeria. *European Journal of Education Studies*.
- Hamidin, M. N. (2022). Challenges in teaching and learning Arabic language in secondary school: students', teachers' and parents' view. *Journal of Social Sciences and Humanities*, 16(2), 1-14.
- Hussien, A. M. (2018). Culture of traits in Arabic language education: Students' perception of the communicative traits model. *International Journal of Instruction*, 11(4), 467-484. <https://doi.org/10.12973/iji.2018.11429a>

- Irandu, S. M. M. (2023). *Factors Affecting Female Learners' Enrolment In Technical Courses At Karumo Technical Training Institute, Meru County–Kenya* (Doctoral dissertation, University of Eldoret).
- Jami, D. Z., & Susanti, I. (2023). Jurnal Ilmu Dakwah. *Jurnal Ilmu Da'wah*, 43(1).
- Johnson, S. P. (2008). The status of male teachers in public education today. *Education policy brief*, 6(4), 1-11.
- Kama, N., Daud, N. M., & Daud, N. S. M. (2014). Gender Inclination in English and Arabic Teaching Professions. *Middle-East Journal of Scientific Research 20 (Language for Communication and Learning)*, 102-105.
- Kurfi, M. H. (2018). *Religion, gender and civil society: the role of a Muslim Women's Association in the evolution of Nigerian society* (Doctoral dissertation, Boston University).
- Lawal, M. A. (2024). Language Educators' Gender Views on the Arabic Language as Tool for Combating Economic Recession in Nigeria. *International Journal of Research in Education Humanities and Commerce*, 2(1),
- Lips, H. M. (2018). *Gender: the basics*. Routledge.
- Oke, G. G. (2007). An Assessment of Training Needs of Arabic School Teachers in Lagos State: Implication for Planning Training and Retraining Programmes. *International Journal of Educational Research*, 3(2), 249-258.
- Omar, K. A. B. (2018). Gender in "Our Arabic Language" books for the first three grades in Jordan. *European Scientific Journal*, 14(11), 59-79.
- Rohman, F. (2014). Strategi pengelolaan komponen pembelajaran bahasa Arab [Strategy for managing Arabic learning components. *Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 1(1), 63–78.
- Sebutu, S., Adeyemi, M., & Abdulkareem, S. (2020). Causes of Secondary School Students' Poor Performance in Arabic Aspect of Islamic Studies in Kwara South: Punca Prestasi Lemah Pelajar Sekolah Menengah dalam Bahasa Arab Bagi Pengajian Islam di Kwara South, Nigeria. *ATTARBAWIY: Malaysian Online Journal of Education*, 4(2), 70-77.
- Shafie, M., Yusoff, N., & Baharudin, H. (2019). Insight Arabic Teacher: The Challenges and Solutions to Arabic for Bidayuh's Pupils. *Creative Education*, 10, 2658-2670. doi: 10.4236/ce.2019.1012193.
- Shamsuddin, S. M., & Ahmad, S. S. B. H. (2017). Contemporary issues of teaching Arabic in Southeast Asian Countries (Brunei, Malaysia and Indonesia for example). *Journal of Research in Humanities and Social Science*, 5(6), 42–51.
- Solahudeen, O. A. I., Yusuf, S., & Olanrewaju, J. K. (2022). Challenges Associated With the Teaching of Arabic Language in Nigerian Secondary Schools: Implications For Stakeholders. *Jurnal Educatio FKIP UNMA*, 8(4), 1489-1497.
- Soliman, R., & Khalil, S. (2022). The teaching of Arabic as a community language in the UK. *International Journal of Bilingual Education and Bilingualism*, 1–12. <https://doi.org/10.1080/13670050.2022.2063686>.
- Taha, H. & Haddad, E. S. (2017). Morphology and spelling in Arabic: Development and interface. *Journal of Psycholinguistic Research*, 46(1), 27-38.
- Tuki, D. (2024). Examining the effect of gender, education and religion on attitudes toward gender equality in Nigeria. *Politics, Groups, and Identities*, 1–27. <https://doi.org/10.1080/21565503.2024.2304311>.

- Wekke, I. S. (2017). Arabic teaching and learning material in higher education of muslim community North Sulawesi. *Dinamika Ilmu*, 17(2), 175-189. <https://doi.org/10.21093/di.v17i2.863>.
- Zailani, S., Zainal, H., Ghani, S. A., Osman, K., Ismail, Z., & Hashim, U. H. (2014). Public need for an arabic language teaching and learning module: Using Al-Qur'an approach. *Mediterranean Journal of Social Sciences*, 5(29), 54–61. <https://doi.org/10.5901/mjss.2014.v5n29p54>
- Zurqoni, R., H., Rahmatullah, S., Djidu, H., & Apino, E. (2020). Has Arabic Language Learning Been Successfully Implemented? *International Journal of Instruction*, 13(4), 715-730. <https://doi.org/10.29333/iji.2020.13444a>.