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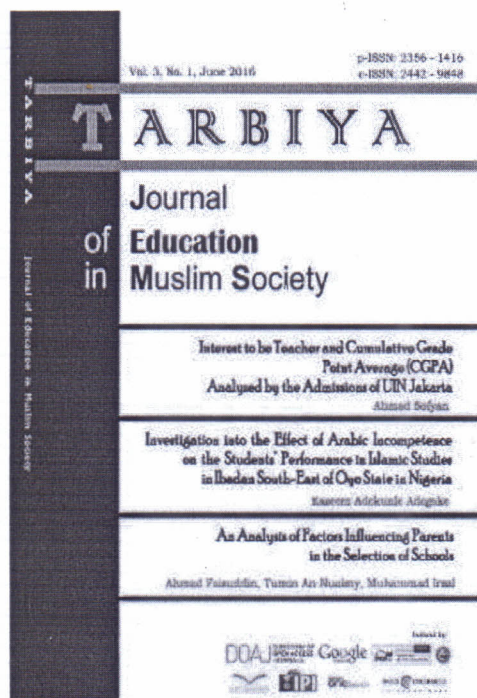
TARBIYA: JOURNAL OF EDUCATION IN MUSLIM SOCIETY

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INVESTIGATION INTO THE EFFECT OF ARABIC INCOMPETENCE ON THE STUDENTS' PERFORMANCE IN ISLAMIC STUDIES IN IBADAN SOUTH-EAST OF OYO STATE

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Abstract

This study investigated the effect of incompetence in Arabic language on students' performances in Islamic studies in the selected senior secondary schools in Ibadan South-East Local Government Area of Oyo State, Nigeria. The main objective of this study was to ascertain the argument that the poor performance of senior secondary students in Islamic studies was as a result of incompetence and non-proficiency in Arabic language on the side of learners and teachers. The methodology employed in this study was the quantitative approach. The location of the study was in Ibadan South-East Local Government Area of Oyo State. Teachers and students of Islamic studies were randomly selected using the stratified random sampling technique from six senior secondary schools. The data gathered were analysed using simple percentages and chi-square statistical analysis. The findings revealed that significant number of students in Senior Secondary School's poor performance in Islamic studies were due to their incompetence in Arabic as a result of their lack of exposure to the Arabic language and their poor background in Arabic from the previous classes. It also revealed that some of their teachers in Islamic studies were not competent in Arabic reading and writing.

Keywords: Investigation; effect; Arabic incompetence; students' performance; Nigeria

Abstrak

Penelitian ini menginvestigasi efek ketidakmampuan bahasa Arab terhadap kinerja siswa studi Islam di sekolah-sekolah menengah atas terpilih di Ibadan Tenggara, di Area Pemerintahan Daerah Negara Oyo, Nigeria. Tujuan utama penelitian ini untuk menegaskan argumen bahwa buruknya kinerja siswa sekolah menengah atas pada studi Islam adalah akibat dari ketidakmampuan dan ketidakmahiran bahasa Arab pada peserta didik dan guru. Metode penelitian pendekatan kuantitatif. Lokasi penelitian adalah di Area Pemerintah Daerah Ibadan Tenggara Negara Oyo. Guru dan siswa program studi Islam dipilih secara acak menggunakan teknik stratified random sampling dari enam sekolah menengah atas. Data yang terkumpul dianalisis dengan menggunakan persentase sederhana dan analisis statistik chi-square. Hasil penelitian menunjukkan buruknya kinerja sebagian besar siswa sekolah menengah atas studi Islam adalah karena ketidakmampuan mereka dalam bahasa Arab sebagai akibat dari kurangnya eksposisi terhadap bahasa Arab dan kurangnya latar belakang bahasa Arab mereka dari kelas sebelumnya. Penelitian ini juga mengungkapkan bahwa beberapa guru mereka pada program studi Islam tidak kompeten dalam membaca dan menulis bahasa Arab.

Kata kunci: Investigasi; efek; ketidakmampuan bahasa Arab; kinerja siswa; Nigeria

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the level of knowledge and linguistic exposure of the translator. The position of an Arabic deficient teacher of Islamic Studies is worse than a religious blind-follower (*Muqāllid*), for he is already handicapped in his profession. With this understanding, Oloyede (2013, 47) observes that Islamic Studies cannot be successfully studied and learnt without Arabic. This is the main reason why the Nigerian Islamic Studies curriculum was designed in such a way that some Arabic-related topics should be embedded in the subject in quest for professional and sound training in Islamic Studies.

Purpose of the Study

The purpose of this study was to investigate the effect of teaching-learning activities of Arabic incompetent Islamic Studies teachers on the academic performance of the Senior Secondary School students in Islamic Studies.

Statement of Problem

Language competence is a critical part of the comprehension process while the understanding of a text can influence the learner's academic performance in a particular subject. For the teaching-learning process of Islamic Studies to be effectively carried out, students should be exposed to Arabic language which serves as the original and professional language of the subject. Students should be encouraged to study Arabic language, at least to the minimal extent of being able to read, write and translate simple Arabic texts. Careful consideration must be given to the selection of new difficult Arabic words for direct teaching as well as for systematic instruction including pronunciation, writing, reading and translating Arabic words in *Qur'ān* and *Ḥadīth* texts.

Quite a number of scholars in the field have written intensively on indispensability and the

necessity of Arabic proficiency in the teaching-learning process of Islamic Studies. Only a few Islamic Studies teachers and students are yet to meet-up to this professional demand of the subject. Hence, this study is designed to investigate into the effect of lack of Arabic literacy on academic performance of students in Islamic Studies in Senior Secondary School level, taking selected schools as case study in Ibadan South-East of Oyo State, Nigeria.

Research Questions

This study is structured to provide answers to the following questions;

1. To what extent does lack of exposure to the Arabic language affects the teaching-learning process in Islamic Studies?
2. To what extent does teachers' incompetence in Arabic affect students' achievement in Islamic Studies in classroom activities?
3. Is students' poor performance in Islamic Studies at the Senior Secondary School level traceable to a weak background in Arabic at the lower level of education?

Is the student's poor performance in Islamic studies due to the methods used in teaching Arabic-oriented topics in the subject?

Method

The location of study is Ibadan city metropolis in Oyo State, Nigeria. We decided to choose the Ibadan South-East Local Government area which belongs to the ancient parts of Ibadan metropolis. Hence, the selected secondary schools used in this research are old schools in the metropolis. The population of this study consists of students of six Senior Secondary Schools which are randomly selected in Ibadan-South-East Local Government Area of Oyo State. These six senior secondary schools serve as representative sample of students in the

target population. Three hundred (300) research questionnaires were administered in the following six selected Senior Secondary Schools as research instrument:

1. CAC Grammar School, Orita-Aperin Expressway, Ibadan
2. Adelagun Memorial Grammar School, Madinah, Odinjo, Ibadan
3. Ibadan City Academy, Eleta, Ibadan.
4. Eleta High School, Eleta, Ibadan.
5. Ibadan Grammar School Molete, Ibadan.
6. Methodist Grammar School, Elekuro, Ibadan

Research Instrument

The instrument was based on questionnaire. Fifty copies (50) of research questionnaires were administered in each of these Senior Secondary Schools among the students and the teachers of Islamic Studies. These questionnaires were given to students in their classes with the support of their class teachers for administering.

Data Analysis

In this research work, descriptive and inferential statistics were used. Descriptive statistics was used in form of simple percentages, while Chi-square was used in analyzing the collected data. The researcher used this technique because converting the responses into percentage would enable the research to compare sub-groups of unequal data meaningfully and to make the comparison clear.

$$\chi^2 = \sum (O - E)^2$$

Where O = observed (i.e. result from observation)

E = expected i.e. average of observation

Σ = summation

Data Presentation, Analysis and Interpretation

The table 2.1 reveals that 45% male and 45% female responded to the questionnaires. 15% respondents below 15 years of age, 32% between the ages of 15 – 16, 43% between the ages of 16 – 17 and, 15% respondents between the ages of 18 and above responded to the questionnaires as well: 25% of SSS I, 46% of SSS II and 29% of SSS III students responded to the questionnaires. The 21 years and above teaching experience of the Islamic Studies who responded to the questionnaires were 48% while those Islamic Studies teacher with 20 years and below were 52%. The academic qualifications of these Islamic Studies teachers with their respective percentage are captured thus: 12% of the teachers possess Master in Islamic Studies Education (M.Ed), 53% of the teachers possess Bachelor in Islamic Studies Education (B.Ed), 11% of the teachers possess Master of Arts in Islamic Studies and Postgraduate Diploma in Education (M.A/PGDE) and 24 % of the teachers possess Bachelor of Arts in Islamic Studies and Postgraduate Diploma in Education (B.A/PGDE).

Research Questions 1

To what extent does lack of exposure to the Arabic language affects the teaching-learning process in Islamic Studies ?

The Table 2.2 shows that high percentage responses of 50% of the respondents agreed that they find some Arabic words used in Qur'ān, *Ḥadīth* and *Fiqh* difficult to pronounce while 45% of them disagreed and 5% of the students were left undecided. On the item that students often have problems in interpreting the meaning of the words used in Qur'ān, *Ḥadīth* and *Fiqh*, 47% of the respondents agreed that they often have problems in interpreting the meaning of the words used in Qur'ān, *Ḥadīth* and *Fiqh* while

Introduction

Islamic Studies is one of the subjects taught in Nigerian secondary schools. Apart from secondary education in Nigeria, the subject is also taught at other levels of education according to the National Policy of Education of 2004 (Federal Republic of Nigeria, 2004,4). For this study, we are to limit ourselves to the successful teaching-learning process of Islamic Studies in the senior secondary education in Ibadan South-East of Oyo State, Nigeria. It should be mentioned at this juncture that for proper teaching-learning activities of Islamic Studies in the Senior Secondary School, substantial knowledge of Arabic is necessarily required. It was as a result of this development that the National Curriculum for Islamic Studies (Vol. 7,1985, 2) classified the areas of study in Islamic Studies into the following three broad areas:

1. *Hidāyah* which incorporates Qur'ān, *Ḥadīth* and *Taḥdhīb*
2. *Fiqh* which incorporates *Tawhīd*, *'Ibādat* and *Mu'amalāt*
3. *Tārīkh* which deals with *Sīrah*, history of Islam in West Africa and history of Islamic civilization.

Each of these three areas of study requires element knowledge of Arabic for their proper understanding by both teachers and learners (Arikewuyo, 2008, 27). The content of this Senior Secondary School curriculum for Islamic Studies demands that teachers should be proficient and competent in Arabic language as this quality would enhance and facilitate teaching-learning activities in these three areas of study in the classroom. Almost all the three areas of study in the Senior Secondary School curriculum, *Hidāyah*, *Fiqh* and *Sīrah* are Arabic-related. Islamic Studies curriculum discourages the use of transliteration in the handling the Arabic-related topics in Islamic Studies most

especially the Qur'ān and *Ḥadīth* (Ajidagba, 2005, 23). During the field work of this study, it was discovered that some Islamic Studies teachers without Arabic background find it difficult to handle some Arabic-oriented content of the syllabus. As a result of this abnormal situation, these teachers either avoid or jump these Arabic-related topics or resort to transliteration which could never assist the both them and their students.

It is arguable to say that proficiency in Arabic is essential for the teacher of Islamic Studies. This is not the same as acquisition of fluency and competence in all the discipline of Arabic Studies. All that is required of him is the ability to read, write and understand simple Arabic texts". (Bidmos, 2010)

In line with this fact, Musa & Adegoke (2010, 246), Oladosu (2008, 68), Yahya (2005, 181) and Akindoyin (2004, 142) observed that the Islamic Studies teacher needs Arabic for the proper understanding of the Qur'ān, *Sunnah* of the Prophet and all other branches of Islamic Studies from which the Islamic values and ideals are derived as his proficiency and competence of Islamic Studies' teacher in Arabic language would give him the opportunity of obtaining first-hand information on his subject.

By this, it is not out of tune that any Islamic Studies' teacher who is poor and deficient in Arabic language cannot make a claim to originality in his research because the majority of the Islamic materials and sources of the subject are in Arabic language. Therefore, such a teacher of Islamic Studies would place himself at the mercy of translated works and transliteration by other scholars in the field. In the view of Zūbair (1988, 205), Ayuba (2006, 194) and Bidmos (2010, 50), there is no error-free translation as there is no translated material with utmost accuracy. In translation, there might be deficiency in linguistic technicalities as a result of

33% of them disagreed and 20% were left undecided. On the item which pointed out that students rarely consult Arabic dictionary for the meaning of the vocabulary used in the Qur'ān, *Hadīth* and *Fiqh*, 40% of the respondents agreed that they rarely consult Arabic dictionary for the meaning of the vocabulary used in the Qur'ān, *Hadīth* and *Fiqh* while 36% disagreed and 24% were left undecided. On the item which pointed out that it is extremely difficult to master Arabic

language in the Western- oriented school, 41% of the respondents agreed while 40% disagreed and 19% were left undecided. The implication of these items was that the students' poor performance in Islamic studies was due to their level of exposure to Arabic language from their previous levels.

Table 2.1 Respondent's Demographic Characteristics

Personal Details	Variable	Frequency	Percentage	Cumulative percentage
Sex of Students	Male	330	55%	55
	Female	270	45%	100
Age of Students	Below 15	90	15%	15
	15 – 16	192	32%	47
	16 – 17	258	43%	90
	18 and above	60	10%	100
Class Level	SSS I	150	25%	25
	SSS II	276	46%	71
	SSS III	174	29%	100
Years of Teachers' Teaching Experience	21 Years Above	288	48%	48
	20 Years Below	312	52%	100
Academic Qualifications of Islamic Studies Teachers	M.Ed	72	12%	65
	B.Ed	313	53%	53
	M.A /PGDE	66	11%	76
	B.A/PGDE	144	24%	100

Table 2.2: Research Question 1

S/N	Items	Responses						Total	Percentage
		A	%	D	%	UD	%		
1.	Students find some Arabic words used in Qur'ān, <i>Hadīth</i> and <i>Fiqh</i> difficult to pronounce.	300	50%	270	45%	30	5%	100	100%
2.	Students often have problems in interpreting the meaning of the words used in Qur'ān, <i>Hadīth</i> and <i>Fiqh</i> .	282	47%	198	33%	120	20%	100	100%
3.	Students rarely consult Arabic dictionary for the meaning of the vocabulary used in the Qur'ān, <i>Hadīth</i> and <i>Fiqh</i> .	240	40%	216	36%	144	24%	100	100%
4.	It is extremely difficult to master Arabic language in the Western-oriented school.	246	41%	240	40%	114	19%	100	100%

Sources: Field Survey, 2016

Table 2.2B: Research Hypothesis

Responses	Frequency	Percentage	DF	X ² cal	X ² tab	Sig	N
Agreed	1380	46	8	26.13	15.51	.95	100
Disagreed	1122	37.4					
Undecided	498	16.6					
Total	3,000	100					

Source: Field Survey, 2016

Table 2.3. Research Question 2

S/N	Items	Responses						Total	Percentage
		A	%	D	%	UD	%		
1.	Teacher's proficiency and competence in Arabic language enhance academic students' performance	300	50%	246	41%	54	9%	100	100%
2.	Teacher's background in Arabic language influences his proficiency and competence in Islamic Studies.	330	55%	210	35%	60	10%	100	100%
3.	Transliteration may not be the best teaching method in the teaching of some Arabic-oriented topics in Islamic Studies.	288	48%	252	42%	60	10%	100	100%
4.	Many students lost interest in Arabic literacy because of their Islamic Studies teacher's poor background in Arabic language.	300	50%	210	35%	90	15%	100	100%
5.	Some Islamic Studies teachers who are not proficient and competent in Arabic language often jump some Arabic-oriented topics in Islamic Studies.	276	46%	258	43%	66	11%	100	100%

Sources: Field Survey, 2016

Students' poor performance in Islamic studies was due to their level of exposure to Arabic language from their previous levels.

The Table 2.2 shows that Chi-square Calculated Value 26.13 is greater than the Chi-square Value 15.51 at 0.95 level of significance and 8 as Degree of Freedom. The alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected. This implies that there is a significant relationship between student's Arabic incompetence and their level of exposure to Arabic language from their previous level.

To what extent does teacher's incompetence in Arabic affect students' performance in Islamic Studies in classroom activities?

Research Questions 2

The table 2.3 above shows that high percentage responses of 50% of the respondents agreed that teacher's proficiency and competence in Arabic language enhance academic students' performance while 41% disagreed and 9% were left undecided. On the item that the teacher's background in Arabic language influences his proficiency and competence in Islamic Studies, 55% of the respondents agreed while 35% disagreed and 10% were left undecided. On the item that pointed out that transliteration may not be the best teaching method in the teaching of some Arabic-oriented topics in Islamic Studies, 48% of the respondents agreed while 42% disagreed and 10% were left undecided. On the item that pointed out that many students lost interest in

Arabic literacy because of their Islamic Studies teacher's poor background in Arabic language, 50% of the respondents agreed while 35% disagreed and 15% were left undecided. On the item that pointed out that some Islamic Studies teachers who are not proficient and competent in Arabic language often jump some Arabic-oriented topics in Islamic Studies, 46% of the respondents agreed while 43% disagreed and 11% were left undecided. This implies that the teacher's non-proficiency and incompetence in Arabic have adverse effect on the students' performance in Islamic Studies.

The teacher's non-proficiency and incompetence in Arabic affects his teaching of Islamic Studies.

The table shows the Chi-square Calculated Value 37.94 is greater than the Chi-square Value 15.51 at 0.95 level of significance and 8 as Degree of Freedom. The alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected. This implies that there is a significant relationship between teacher's non-proficiency and incompetence in Arabic and academic performance of the students in Islamic Studies.

Research Question 3

Is students' poor performance in Islamic Studies at secondary school level traceable to a weak background in Arabic at the lower levels of education?

The table 2.4A reveals that high percentage responses of 58% of the respondents agreed that the students' poor background in primary and

Junior Secondary School is responsible for the Arabic non-proficiency and incompetence at the Senior Secondary School level while 32% disagreed and 10% were left undecided. On the item that pointed out that the opinion that the primary school and JSS teachers are to be blamed for student's non-proficiency and incompetence in Arabic is incontestable, 58% of the respondents agreed while 25% disagreed and 17% were left undecided. On the item that pointed out that the view that the primary schools and JSS teachers should receive some professional training sponsored by the government on the teaching-learning process of Arabic-oriented topics in Islamic Studies from time to time is worth considering, 63% of the students agreed while 15% disagreed and 22% were left undecided.

On the item that pointed out that the primary school and JSS curriculum should lay more emphasis on the reading, writing and translation skills of Arabic for students in the Arabic-oriented topics in Islamic Studies, 72% of the respondents agreed while 10% disagreed and 18% were left undecided. On the item that pointed out that the subject's Professional Learned Society should pay more attention to the professional training of Islamic Studies' teachers in primary, JSS and SSS levels, 85% of the respondents agreed while 10% disagreed and 5% were left undecided. This implies that the students' poor performance in Islamic Studies at secondary school level could be traceable to a weak background in Arabic at their lower levels of education.

Table 2.3B: Research Hypothesis 2

Responses	Frequency	Percentage	DF	X^2_{cal}	X^2_{tab}	Sig	N
Agreed	1494	49.8	8	37.94	15.51	.95	100
Disagreed	01176	39.2					
Undecided	330	11.0					
Total	500	100					

Sources: Field Survey, 2016

Table 2.4 A

S/N	Items	Responses						Total	Percentage
		A	%	D	%	UD	%		
1.	The students' poor background in primary and Junior Secondary School is responsible for the Arabic non-proficiency and incompetence at the Senior Secondary School level	348	58%	192	32%	60	10%	100	100%
2.	The opinion that the primary school and JSS teachers are to be blamed for student's non-proficiency and incompetence in Arabic is incontestable	348	58%	150	25%	102	17%	100	100%
3.	The view that the primary schools and JSS teachers should receive some professional training sponsored by the government on the teaching-learning process of Arabic-oriented topics in Islamic Studies from time to time is worth considering	378	63%	90	15%	132	22%	100	100%
4.	The primary school and JSS curriculum should lay more emphasis on the reading, writing and translation skills of Arabic for students in the Arabic-oriented topics in Islamic Studies.	432	72%	60	10%	108	18%	100	100%
5.	It is indisputable fact that the subject's Professional Learned Society should pay more attention to the professional training of Islamic Studies' teachers in primary, JSS and SSS levels.	510	85%	60	10%	30	5%	100	100%

Sources: Field Survey, 2016

Table 2.4B: Research Hypothesis

Responses	Frequency	Percentage	DF	X ² cal	X ² tab	Sig	N
Agreed	2016	67.2	8	86.42	15.51	.95	100
Disagreed	552	18.4					
Undecided	432	14.4					
Total	3000	100					

Sources: Field Survey, 2016

Table 2.5

S/N	Items	Responses						Total	Percentage
		A	%	D	%	UD	%		
1.	The teacher's method of teaching Arabic-oriented topics in Islamic Studies is partly responsible for the students' non-proficiency and incompetence in Arabic language.	240	40%	192	32%	168	28%	100	100%
2.	The teacher's style of transliteration in Arabic-oriented topics is partly the reason for the students' non-proficiency and incompetence in Arabic.	300	50%	168	28%	132	22%	100	100%
3.	Using of transliteration for	468	78%	120	20%	12	2%	100	100%

S/N	Items	Responses						Total	Percentage
4.	Arabic-oriented topics would kill the morale of students to develop writing, reading and translation skills in Arabic. It is extremely difficult to understand most of the Arabic-oriented topics with exclusive transliteration method.	288	48%	270	45%	42	7%	100	100%
5.	Students enjoy Arabic-oriented topics when taking by Arabic proficient and competent Islamic Studies teacher.	498	83%	72	12%	30	5%	100	100%

Sources: Field Survey, 2016

Table 4.5B: Research Hypothesis

Responses	Frequency	Percentage	DF	X ² cal	X ² tab	Sig	N
Agreed	1794	59.8	8	57.86	15.51	.95	100
Disagreed	822	27.4					
Undecided	384	12.8					
Total	3000	100					

Sources: Field Survey, 2016

The student's poor performance in Islamic Studies at the secondary school is traceable to a weak background in Arabic at the lower levels of education.

The table shows that Chi-square Calculated Value 86.42 is greater than the Chi-square Value 15.51 at 0.95 level of significance and 8 as Degree of Freedom. The alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected. This implies that there is a significant relationship between students' poor performance in Islamic Studies at the Senior Secondary Schools level and their faulty background in Arabic language at the primary school and JSS levels.

Research Question 4

Is the student's poor performance in Islamic studies due to the methods used in teaching Arabic-oriented topics in the subject?

The table 2.5 reveals that high percentage responses of 40% of the respondents agreed that teacher's methods of teaching Arabic-oriented topics in Islamic Studies is partly responsible for the students' non-proficiency and incompetence

in Arabic language while 32% disagreed and 28% were left undecided. On the item that pointed out that the teacher's style of transliteration in Arabic-oriented topics is partly the reason for the students' non-proficiency and incompetence in Arabic, 50% of the respondents agreed while 28% disagreed and 22% were left undecided. On the item that pointed out that using of transliteration for Arabic-oriented topics would kill the morale of students to develop writing, reading and translation skills in Arabic, 78% of the respondents agreed while 20% disagreed and 2% were left undecided. On the item that pointed out that it is extremely difficult to understand most of the Arabic-oriented topics with exclusive transliteration method, 48% of the respondents agreed while 45% disagreed and 7% were left undecided. On the item that pointed out that students enjoy Arabic-oriented topics when taking by Arabic proficient and competent Islamic Studies teacher, 83% of the respondents agreed while 12% disagreed and 5% were left undecided. This implies that the student's poor academic performance in Islamic studies is due to the

methods used in teaching Arabic-oriented topics in the subject.

The students' poor performance in Islamic Studies is due to the teacher's methodology in handling some Arabic-oriented topics in the subject.

The table shows that Chi-square Calculated Value 57.86 is greater than the Chi-square Value 15.51 at 0.95 level of significance and 8 as Degree of Freedom. The alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected. This implies that there is a significant relationship between the students' poor performance in Islamic Studies and the Arabic non-proficient and incompetent teacher's methodology in handling some Arabic-oriented topics in the subject.

Discussion

In the course of this research work, four research questions were outlined to serve as guide for the study. These were analyzed by using the statistical analyses of Simple Percentage and Chi-square.

Findings from the data analysis as got from those who assisted in answering the research questions show that students' poor performance in Islamic Studies is due to teacher's non-proficiency and incompetence in Arabic language which is responsible for their inability to handle perfectly some Arabic-oriented topics in the subject. This finding is connected to the result obtained after the research hypothesis which showed that there is a significant relationship between students' poor performance in Islamic Studies and lack of exposure to Arabic language. The fact gotten from the findings is in tandem with the conclusion of Yahya (2005) that the students' performance in Islamic Studies can be enhanced as a result of their Arabic proficiency and competence.

Adherence to the second research question analysis revealed that the teacher's non-proficiency and incompetence in Arabic could affect his teaching-learning activities in the classroom. This is in accordance with the result of the hypothesis tested which revealed that there is a significant relationship between the teacher's non-proficiency and incompetence in Arabic and his teaching-learning activities in the classroom.

The result of the third research question revealed that students' poor performance in Islamic Studies in the Senior Secondary Schools is traceable to their weak background in Arabic language in primary school and JSS levels. The same result was also obtained after testing the hypothesis which revealed that there is significant relationship between the students' poor performance in Islamic Studies at the Senior Secondary Schools level and faulty background of Arabic language at the primary school and JSS levels. These findings are corroborated with the assertion of Ajidagba (2005, 26) that the Senior Secondary students should have acquired some previous knowledge in Arabic language from their previous levels of their studies or at home in their local environment.

A number of studies have also shown that the greater the students' proficiency and competence in Arabic language in primary school and JSS levels, the greater their academic achievement is Islamic Studies in the secondary school (Arikewuyo, 2008), (Ayuba, 2006), (Oladosu, 2008), (Oloyede, 2012).

The fourth research question data's was survey-based analysis. It shows that the students' poor performance in Islamic Studies is due to the teacher's methodology in handling some Arabic-oriented topics in the subject.

The result of the hypothesis tested confirmed that there is significant relationship between the student's performance in Islamic

Studies and the teacher's methodology in the teaching of Arabic-oriented topics. This finding was also made mention in Musa & Adegoke (2010) and Arikewuyo (2008) that the goals of good teaching methodology in classroom is to effectively carry the students along the knowledge across a variety of syllabus contents so as to increase their knowledge in a particular subject.

Conclusions

In view of the research questions formulated and analyzed. It is concluded that Arabic proficiency of both teachers and students in Islamic Studies has a lot to do in the academic performances of students in Islamic Studies in the Senior Secondary Schools.

The following recommendations are hereby offered based on the findings of survey. It is believed that if they are strictly adhered with, it will go a long way in helping student developing skill of proficiency and competence in Arabic language and thereby increase their academic performance in Islamic Studies.

1. Parents should provide a solid background for their children in Arabic and Qur'anic Studies by enrolling them into private traditional Qur'anic schools which would be conducted after school hour at their various community.
2. Teachers of Islamic studies should be made to go for seminars or workshops on the effective teaching of the subject. This professional training could be self-sponsored or government-sponsored.
3. The teacher should improve their method of teaching Islamic Studies because this would go a long way in making the students either developing positive or negative attitude towards their teaching-learning activities. Teachers are therefore, admonished to use a

method that is not only appropriate for the topic, but also a method that is interesting, lively and suitable to the level of the students.

4. Government should also expose the Islamic Studies teachers to the postgraduate intensive Arabic course during vacation time.
5. Government in collaboration with learned society should also organize seminars, workshops and conferences on the necessity of Arabic in the proper handling of Islamic Studies in classroom setting.
6. Government should ensure that Arabic and Islamic Studies are offering in the Junior Secondary Schools and Senior Secondary Schools *pari-passu* and both subjects be made compulsory for Muslim students.

Both primary and secondary school curriculum should lay more emphasis on Arabic reading, writing and vocabulary skill development. This would enable students become better Arabic proficient and competent at the primary and secondary schools levels.

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