

## School Type and Location as Predictors of Achievements in Arabic Literacy in selected Secondary Schools of Ogun state, Nigeria.

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### KEYWORDS

Arabic achievement,  
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### ABSTRACT

The study investigated the influence of school location and school type as predictors of students' academic achievement in Arabic language. Three types of schools were examined based on their location. Two hypotheses were tested out while two research questions raised were answered. Achievement test was designed for gathering data. The validity of the achievement test was tested using the expert opinion method while the reliability was tested using test-retest method. 100 students were selected as sample from the 10 schools that were involved in the study. Four Arabic language aspects areas were tested: comprehension, translation from Arabic to English and from English to Arabic and sentence construction. The reliability of the instruments were established at 0.61 and 0.71 respectively. Results showed that Students' School location does influence their performance in Arabic literacy, with Students whose schools are in the rural area performing better than those in the urban area in Sentence writing and in Arabic literacy achievement test in general. It was also discovered that School type and School location have impact on students' Arabic achievement. The study recommended among others that; Students should consider the benefits embedded in the speaking and writing of Arabic and be committed to learning the language; that teachers have to make the teaching of Arabic language very interesting and impactful given its peculiar difficulties; and that parents should encourage their children to learn Arabic language at all cost.

### Introduction

Education is a very important factor in any given human society as it is the process by which abilities and capabilities of members of the society are

developed. These abilities might be physical, emotional, social and intellectuals. It is the actualizing of human potential so that the individual can become something more than what he was before (Ugwuanyi,2003).

Arabic language is one of the subjects that is studied at different levels in the Nigerian educational arena. According to Surajudeen and Adebisi (2012), the history of Arabic in Nigeria is not quite different from that of other non-Arab Muslim societies. Arab traders who extended their trading interests to West Africa also carried along with them their religion and language. On arrival in West Africa, they embarked on a process of conversion of the African population, an effort which involved adapting not only to the religious precepts of Islam, but also to Arabic with the imperfections associated with the acquisition of a foreign language within the context of a dominant mother tongue. Thus, the process of propagation and Arabic Education occurred simultaneously. The process of the acquisition of Arabic was initially informal and at best non-formal since the early agents of Arabic education were mainly merchants. As early as the 11th Century, the introduction of Islam in Kanem Borno signalled the beginning of Quranic and Arabic education in the area. This confirms the reality of the foreign status of Arabic in Nigeria. Muslims who required basic literacy in Arabic for the purpose of performing Islamic rituals are contented with the mastery of the rules of reading and writing the Arabic script. At this rudimentary level of Arabic studies, majority of the pupils who learn Arabic do so through the non-formal Quranic schools called 'makarantor Allo' or Tablet school in Northern Nigeria and 'Ilekewu' or 'Home of Arabic in Western Nigeria.

And it was so, that before the advent of the colonial masters, schools were located within the society i.e in the compounds (Fafunwa 1974; Ogunbado, 2016; 2018), there was no special place for formal education in our communities, every places was a place to learn, Arabic Education was attained in the mosque. Seriki (2007), claims that Arabic Education became famous in the south-west through the Islamic Missionary Societies such as Ahmadiyyah Muslim Jamat, Ansar-Ud-Deen Society, Nawair-Ud-Deen society and others. Arabic and Islamic Schools started to spring up in various cities of Yoruba land such as Lagos, Badagry, Owu, Abeokuta, Ketu and so on at 1840: AD. And as at 1892 it was believed that there were about 55 Arabic Schools with about 1,246 children (Gbadamosi; 1978, Malik,1995; Oderinde,2007).

One of the main purposes of teaching Arabic at the secondary level is to meet both foundational and transitional objectives particularly for those who may pursue a career in Arabic through its extensive study in higher education. The two objectives are hardly achieved since most of the students who secure admission into tertiary institutions to study Arabic are the products of the *madaris* many of whom encounter difficulties in communicating in English. This situation has inexorably provided a recipe for deficiencies in the teaching of Arabic as a

foreign language at the tertiary level (Surajudeen and Adebisi, 2012).

Several factors such as attitude of students and teachers, school ownership/type, study habit, teachers' qualification, gender, school location, teaching methods, school environment, government policy, school location, family types have been identified in several studies as factors influencing students' academic achievement in different subjects (Edwards, 2000; Aremu & Sokan, 2003; Asikhia, 2010; Akomolufe & Olorumfemi-Olabisi, 2011; Olaniyan-Shobowale, 2016).

As a result of deregulation in Nigerian education, the system of education, school type or it ownership has two main interest groups - public education and private education. However, Fagbulu (2013), categorized school ownership/type into three; Public (Government Schools) both Govt. & Missionary School; Privately owned Schools; Supplementary Schools (in this context, madrasah).

Public education is the pillar or backbone of society which opens the door of equal educational opportunity to all citizens. It is a publicly owned property which attracts public attention constantly. Public schools can also be seen as those schools controlled neither by individuals nor by private interest or agencies but by those who represent the society as a whole. In other words public schools are those schools which are supported and controlled by the government of the state or nation.

Private schools are those schools that are not administered by local, state or national government, which retain the right to select their student body and are founded in whole or part by charging their students tuition rather than with public funds. This means that the school established by the missionaries, individuals and voluntary organizations belong to this group. According to Hernes (2001) United Nations Educational, Scientific and Cultural Organization (UNESCO) and the world Bank, private educational institutions are those that are not operated by a public authority, but are controlled and managed by a 3 private body or board of governors not selected by a public agency on selected by public vote. The institution may be run by or operated by non-governmental organizations (NGOS) or business enterprise.

Supplementary education in the context of Arabic Language, are those specially established by private individuals and or organizations to cater for the advancement of the Arabic and Islamic sciences.

Location is a particular place in relation to other areas. Location of schools could be a factor that affects the performance of students in Arabic language. A school could be located in the urban or rural area. Rural schools are generally considered to be inferior to urban schools as schools in rural areas

are believed to be lacking in human and material resources needed for success at school. Also differences in location imply differences in the existence of demographic and socio-economic parameters for the successful administration of the school. While Urban areas are those with high population density, high variety and beauty, rural areas are those with low population, subsistence mode of life, monotonous and burden, lack of electricity, water supply, fewer teachers, lesser learning facilities and infrastructure. However, one of the greatest advantages of rural schools is the tendency for smaller classes, which promise increased student evaluation, and provide greater flexibility in teaching strategy. As stated by Imoagene (1988) in Akubue and Ifelunni (2006) that because of urban involvement, students in urban schools perform better than those in rural schools in language learning. The reason he gave include the fact that rural students have limited access to reading materials, inadequate reading culture and insufficient graduate teachers in rural schools. Therefore, the location of school has tremendous influence on children's academic achievement.

Adebule and Adeborisade (2013) in their studies on the influence of study interest and school location on the attitude of secondary school students towards Mathematics in Ekiti State, Nigeria found out that students that resided in urban centers especially where there are higher institutions like polytechnics or universities are likely to have inclination for higher education than those in the rural setting. They further assert that students in urban setting could have more access to libraries, laboratories, etc. than those in rural setting. Also in a study by Owoeye and Yara (2011) on school location and academic achievement of secondary school in Ekiti state, Nigeria, findings show that the various review of literature on school location influence on academic performance is not the same. While some maintain that urban students perform better in examinations than their rural counterparts, other found that rural students (in spite of all odds) perform better. Some have submitted in their findings and concluded that no particular set up (urban or rural) can claim superiority over the other because their performances are the same. These writers align with the notion that for Arabic the most important variable is not the location of the school, but most importantly, their background knowledge and prior studies in the language.

In another development, Considine and Zappala (2002) studied students' in Australia and found out that geographical location do not significantly predict outcomes in school performance. The reasons for this may be varied and complex but is the opinion of this researcher that they are probably related to differential access to resources required for quality teaching and learning.

Owoeye (2002) also found that urban students performed better than rural students in all forms of achievement test used. Kissau (2006) reported that students in urban and rural location performed in a similar manner. Igboegwu and Okonkwo (2012) study indicates a significant difference in students achievement with respect to location of school and education zones. The study showed that urban schools achieved significantly better than students in the rural schools did. Mhiliwa (2015) as cited in Anthony (2018), opined that the distance of a school affects the academic performance of students. He emphasized that the longer the distance of a school from a student's residence the more tired and hungry the student becomes hence it will negatively affect their academic performance. He also further argued that students in community schools will continue to perform poorly if community schools are not provided within their community. According to Ellah and Ita (2017) students in urban areas tend to perform better in English language than those in rural areas. This indicated the location of the school has an influence on students' performance in English Language. However, Yusuf and Adigun (2010) found that there is no statistical significance relationship between school location and academic performance.

A public schools in Nigeria, is a government owned schools and all the affairs of the school rest on the shoulder of the government; students' enrolment, recruitment of teaching and non teaching staff and welfare.

Combined curriculum school: To justify between the western type of education and Arabic and Islamic education, Religious organizations and private individuals established their own type of school which operate a combined curriculum. Enrolment to this type of school is done by the school management, unlike that of public school which is done by the ministry of education. Employment is done by the management and when their staffs misbehave that is the end of the job.

Madrasah. This type of school is owned by someone who is versed in Arabic education or a philanthropist who can bears the funds of the school like the late MKO Abiola. The financial strength of this school rest on the shoulder of the founder or where the founder has a connection with Arab philanthropist outside the country, grants normally come for the school from them. Admission is done by the founder. And staff strength also increased by the same person. There is no formal or standard welfare for their staffs.

Madrasah (Standard Arabic School): in this type of schools, pupils spend 6 years in the lower class before moving to middle class. In the lower classes, they are taught subjects like Quran, Hadith, Fiqh, Nahw & surf together, inshau & Qiraah together as a single subject and dictation. The medium of

instruction is mainly in Arabic but grammar translation method is been used in the class i.e Arabic and the Mother tongue (Yoruba). After the final exam then they proceed to the middle stage which is equivalent to Junior Secondary school.

Public school: in this type of school pupils spent 6 years and also offered subjects such as English, mathematics, Basic Science, Islamic Studies, Arabic moreso, All the aspect of Arabic are taught together. No specific chance for any aspect of Arabic. Nahw,m sarf, Qiraat, inshau, dictation were taught together as Arabic. And the medium of instruction is mother tongue (Yoruba Language) from basic 1 to 3 and English as a medium of instruction from basic 4 to 6.

Combined school: in this school, their medium of instruction is both Arabic and English, no chance for mother tongue at all. All their subject were offered separately. They have English base subjects such as English Language, Mathematics, Basic Science, Computer and Arabic based subjects are Nahw, SARf, Qiraat, Quran, fiqh.

All the schools were selected from the western part of the state from 5 selected Local Government and they are listed below

Public Government schools:

- Alamuwa Grammar school from Ado odo\Ota LGA
- Ago sasa Community Grammar School from Ipokia LGA
- Ansar Ud Deen Grammar school Ota from Ado Odo\ Ota
- Yewa College Ilaro. From Yewa South

Madrasah (Standard Arabic School)

- Markaz Ul Uluumul Islamiyyah, Owode from Yewa South LGA
- Arabic Institute and Vopcational training center Ado Odo from Ado Odo\ Ota
- Raudat Us Suadai School Joga. From Yewa North LGA
- Combined Curriculum Schools used:
- Liberation College Ado Odo. From Ado Odo/Ota LGA
- Ansar Ud Deen College Ilaro from Yewa South LGA
- Ar Rahman College Ayetoro. From Yewa North

Ogun state is one of the states in Nigeria lying in the south western part of Nigeria between latitude 6.20N and 7.8 0 N and longitude 3.0 0 and 5.0 0 East of the

Greenwich Meridian.The state is bordered on the West by the Republic of Benin and on the East by Ondo state to the North is Oyo state while Lagos state and the Atlantic Ocean are to the South. The state made up of 20 Local government area and these local government was divided into 3 senatorial division. West, Central and East. The west comprises of 5 LGA (Yewa Awori Div.), the central is comprises of 6LGA (Egba Div.) and East comprises of 9 LGA (Ijebu Div.)

### Statement of the Problem.

School type and location have been identified as some of the factors that can influence students' academic achievement in many subjects. Although previous studies on the influence of these variables on the academic achievement in Arabic Language are not easily found in literature,it has been observed over the years by these authors, that students who sat for Arabic language final examination in West Africa Examination Council (WAEC) or National Examination Council (NECO) from private local Arabic schools (Madrasah) performed better in their examination than those students from public secondary schools all over the federation be it in a rural or urban areas. While some of the findings of studies on other subjects discovered that, there is a significant influence of these variables on students' academic achievement, some equally discovered that these variables do not significantly influence students' academic achievement, it is imperative therefore, to study if the factors of school type and location would predict students achievement in Arabic literacy.

### Research Questions

The paper answered the following questions;

- What are the effects of school type on students' academic achievement in Arabic literacy?
- To what extent can school location determine students' achievement in Arabic literacy?

### Research Hypotheses

**Ho<sub>1</sub>** There is no significant difference between the performance of students public and private secondary schools in Arabic literacy achievement test.

**Ho<sub>2</sub>** There is no significant difference in the performance of students from urban and rural areas in Arabic literacy achievement test

**Methodology**

This is a quasi-experimental work. It focused on school location and school type on the academic achievement of students' in Arabic language. The dependent variable was students' academic achievement in Arabic. The independent variables were school location, and school type. Arabic achievement test was used to gather data from entire Junior Secondary School 3 students in Ogun state out of which 100 students were randomly selected from 10 secondary schools in Ogun west area of Ogun state. Four Arabic language area were focused on; comprehension, translation from Arabic to English and from English to Arabic and sentence writing.

**Comprehension:**-This was used to test the students' ability to read and to comprehend what is been read from a given passage. In this work comprehension was followed by some questions in order to test the student ability whether they understand what they read or not so as also help the researchers to gather the information needed.

**Translation:**-This was used to test the students' ability in translation. Students were asked to translate some words from English to Arabic and from Arabic to English. This helped the researcher to gather information about the student capability in translation aspect of the subject.

**Sentence Writing:**-This was used to test students' ability in expressing their thought in writing. Some sentences were written inconclusive and researcher used it to test the students' knowledge in sentence writing by completing those sentences. This aspects of test covered wide aspects in Arabic language teaching such as Syntax, Morphology, phonology and current affairs.

**Findings and discussions**

The results obtained from the Arabic achievement test administered to a sample of 100 students in 10 secondary schools in Ogun west area of Ogun state.

**Ho1:** There is no significant difference between the performances of students from rural and urban secondary schools in Arabic Literacy Achievement test in general.

(This hypothesis will be tested in sub section because of the indices involve.)

**Ho1a:** There is no significant difference between the performance of students of Rural and Urban secondary schools in Arabic Comprehension test.

Table (i): Summary of Means [  $\bar{X}$  ] and Standard deviation (SD) of Students' Scores on Arabic Comprehension test (COMPT) based on School Location.

	SCHL	N	Mean	Std. Deviation	Std. Error Mean
COMPT	1	33	4.88	.415	.072
	2	67	4.87	.344	.042

Table (i) shows that students of School Location 1(Rural) performed better (  $\bar{X}$  =4.88; SD =0.415) than those of (Urban) School Location 2(  $\bar{X}$  =4.87; SD =0.344) in the Arabic Comprehension test (COMPT).

**Ho1b:** There is no significant difference between the performance of students from Rural and Urban Secondary schools in Arabic Translation achievement test.

Table (ii): Summary of Means [  $\bar{X}$  ] and Standard deviation (SD) of Students' Scores on Arabic Translation (TRANST) based on School Location.

	SCHL	N	Mean	Std. Deviation	Std. Error Mean
TRANST	1	33	14.82	2.378	.414
	2	67	15.66	1.895	.232

Table (ii) shows that students of School Location 2(Urban) performed better (  $\bar{X}$  =15.66; SD =1.895) than those of (Rural) School Location 1 (  $\bar{X}$  =14.82; SD =2.378) in the Arabic Translation test (TRANST).

**Ho1c:** There is no significant difference between the performances of students from rural And urban secondary schools in Arabic Sentence Writing achievement test.

Table (iii): Summary of Means [  $\bar{X}$  ] and Standard deviation (SD) of Students' Scores on Arabic Sentence Writing test (SWT) based on School Location.

	SCHL	N	Mean	Std. Deviation	Std. Error Mean
SWT	1	33	5.15	2.819	.491
	2	67	1.96	2.198	.269

Table (iii) shows that students of School Location 1(Rural) performed better ( $\bar{X}$  =5.15; SD =2.819) than those of (Urban) School Location 2 ( $\bar{X}$  =1.96; SD =2.198) in the Arabic Sentence Writing test (SWT).

Table (iv): Summary of Means [ $\bar{X}$ ] and Standard deviation (SD) of Students' Scores on Arabic Literacy test in General (GGT) based on School Location.

	SCHL	N	Mean	Std. Deviation	Std. Error Mean
GGT	1	33	24.85	3.308	.576
	2	67	22.42	3.177	.388

Table (iv) shows that students of School Location 1(Rural) performed better ( $\bar{X}$  =24.85; SD =3.308) than those of (Urban) School Location 2 ( $\bar{X}$  =22.42; SD =3.177) in the Arabic Literacy Achievement test in general(GGT).

Table (v): Independent T-test Analysis on students' performance on Arabic Literacy test in General (GGT) based on School Location.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	F	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									lower	Upper
GGT	Equal variances assumed	165	.685	.549	8	.001	2.431	.685	.071	.790
	Equal variances not assumed			3.500	1.523	.001	2.431	.695	1.042	3.819

Table (v) shows that the mean difference between conditions was 2.43 and the 95% confident interval of the estimated population means difference is between 1.07 and 3.79. The effect size was large ( $d=0.75$ ). An independent T- test shows that the difference between conditions was significant ( $T=3.55$ ,  $df=98$ ,  $P=0.001$ ; two tailed). On the basis of this the null hypothesis was rejected. This reveals that there is a significant difference in students' performance in the Arabic Literacy Achievement test in general(GGT) based on School Location in which Students from the Rural Schools performed better than those in the Urban Location.

Ho2: There is no significant difference in the performances of students in public and private Secondary schools in Arabic literacy achievement test in general based on School.

Table (vi): ANOVA analysis of Students' Scores in Arabic literacy achievement test in general (GGT) based on School Type.

ANOVA

GGT

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	698.160	9	77.573	15.549	.000
Within Groups	449.000	90	4.989		
Total	1147.160	99			

Table (vi) shows that there is a statistically significant effect of presentation condition [ $F(9,90)=15.55$ ,  $P<0.0005$ ]. This indicates that students' academic achievement in Arabic literacy achievement test in general is influenced by their School type.

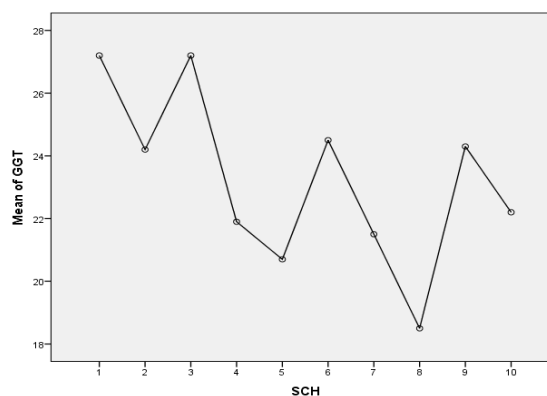


Figure 1: Means Plots of Students' Scores in Arabic literacy achievement test in general (GGT) based on School.

Figure 1 reveals that Schools 1(Ago Sasa Community JG Sch.) and 3(Ansar Ud Deen Comp Coll.) performed best in literacy achievement test in general with mean score 27.20. This is followed Schools 6 (Ma' Had Ta'Lim Ul Islami Walimiham), 9 (Rawdat Us S'adai Islamiyyah) and 2 (Alamuwa Gram. Sch.) with mean scores of 24.50, 24.30 and 24.20 respectively. Next in the series are Schools 10 (Markaz Ul Ulum Owode Yelwa), 4 (Yewa Coll. Ilaro), 7 (AT Tammyyah Coll.) and 5 (Ar- Rahman Coll.) with mean scores of 22.20, 21.90, 21.50 and 20.70 respectively. School

8(Liberation Academy Oke Padre) come last with mean score of 18.50.

### **Discussion**

#### **Performance of students in Arabic literacy achievement based on school location, rural or urban**

The study realised that school location significantly affected the students' academic achievement in which case students from the rural area achieved better than those from urban area in Sentence Writing and in Arabic literacy achievement test in general. This finding is buttressed by Michael Fender (2008), who claimed that Arabic presents a case in which reading is first learned in a form of the language spoken in the home and community. Although children learn to read and write in modern standard Arabic as Nigeria is concern but in other part of Arab Nation Colloquial dialect Arabic is firstly learnt by the children and later learnt the standard Arabic as their official/second language.

#### **Performance of students in Arabic literacy based on school types, state, private and Madrasah**

This study showed that School type(School Owner) impacts students in Sentence Writing and in Arabic literacy achievement in general in which State Schools performed best followed by Madrasah and Private secondary schools came last.

Public secondary schools were set up by the government of the nation for the purpose of national development and Arabic is one of the school Subjects.

### **Conclusion and Recommendation.**

This study investigated School type and location as predictors of achievement in Arabic literacy in selected schools in Ogun state. Expectedly, school ownership and location were noted as the factors that most enhance success in Arabic literacy. It was recommended on findings that;

#### **Students**

Students should consider the benefits enshrined in the speaking and writing of Arabic and be better committed to learning the language irrespective of their school type and or location. They should not estimate it as being for religious purpose alone but that the knowledge of it has other prospects like its usefulness in commerce when it has to do with Arabs.

#### **Teachers**

Teachers have to make the teaching of Arabic language very interesting and impactful given its peculiar difficulties. They should arouse students' interest and motivation in the language while discharging their statutory duties.

#### **Parents**

Parents should encourage their children to learn Arabic language in school and buy Arabic books for home and school use. They should not see it as the language meant for religion alone but as language spoken in different parts of the world which could enhance the orientation of their wards in different aspects of life.

#### **Government / Society.**

The government should see to it that the school proprietors are monitored for proper supervision to ensure compliance with the set goals and objectives of the Arabic language as a subject. They should see to it that the location of such schools be sited in conducive areas be it in the urban or rural areas. Also gender disparity must be equally well treated for the proper and successful transfer of Arabic knowledge from the teachers to the learners. It is also recommended that the government, school proprietors and other stakeholders of Arabic should ingest more funds into the school system generally and specifically into the learning of Arabic given it's status in the school curriculum as an elective

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