

Problems and Prospects of Using Instructional Materials in The Teaching of Arabic Language in Senior Secondary Schools in Bauchi State

Kabiru Abdullahi, Aliyu Mudi Jahun, Shehu Garba Muhammad
Department of Islamic Studies,
School Arts and Social Science,
Adamu Tafawa Balewa College of Education, Bauchi

ABSTRACT

The paper examined the challenges and potential benefits associated with the utilization of instructional materials in the instruction of Arabic Language at the Senior Secondary School level in Bauchi State. Employing a descriptive research design, the study involved a sample of 103 participants. Data collection was facilitated through the administration of a self-developed questionnaire entitled "Problem and Prospect of Using Instructional Materials" (PPUIM). The collected data were analyzed using measures of central tendency such as mean and standard deviation. Anticipated outcomes of the study included insights into the efficacy of instructional materials in facilitating the teaching of Arabic Language, as well as their ability to generate interest in the subject and enhance students' academic performance. Consequently, it was expected that the findings would underscore the importance of incorporating instructional materials into Arabic Language instruction. In light of the anticipated results, recommendations were made urging governmental intervention to ensure the provision of adequate instructional materials for teaching Arabic Language. This proactive measure was expected to yield improved learning outcomes and foster the intellectual development of students.

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INTRODUCTION

The techniques of teaching and learning Arabic studies in contemporary age are quite distinctive with what is used in the previous years. Learning resources have become much more sophisticated in recent years owing to modern teaching strategies. Brunner, (2016) says that "any subject can be taught in some intellectually honest form, to any child at any stage of development". It is a well-known fact that instructional materials play an important role in imparting knowledge because lesson taught using instructional materials which are seen or touch by pupils or students provided more learning opportunity. Today the world is dynamic and becoming more scientific as this transformation and subset is not left out.

According to Agun (2015) instructional materials are very important to teacher and pupils as they are usually designed produced and used for achievement of specific curriculum objectives, some instructional materials mean to provide the basic information requirement of the subject or course for which they are prescribed, others are mean to provide information considered important. And others are designed and used to help aids, teachers in presenting their lesson in order to illustrate, explain teaching plan and arose interest of their learners.

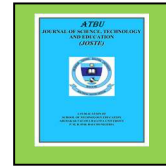
However, Obilo and Ahmadu (2017) described instructional materials as assist and facilitate in teaching and learning process and are something which enable the learner to learn more readily and the quality of learning by learners in

Corresponding author: Kabiru Abdullahi

✉ kabiruabdullahi3109@gmail.com

Department of Islamic Studies, School Arts and Social Science, Adamu Tafawa Balewa College Of Education, Bauchi.

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schools which facilitates easy, breakthrough of knowledge and make teaching and learning interesting as well as real instructional materials can be consider as the systematic application of audio and aids that a teacher brings to the classroom to enable him inspire his learning and facilities tier understanding. With regard to the above vital role play in imparting knowledge by the use of instructional materials, its impact in teaching and learning Arabic studies cannot be over emphasized. UNICEF (2020) pointed out that many teachers prepared theoretical teaching rather than practical which provide long time memory to the students. The must available complain or an excuse of most teachers is lack of instructional materials to use. Taba (2014) compliments the above view by stressing that the learning outcomes are always conditional by what a teacher is able to do, what the student can master by way of learning techniques, and what resources are available.

Thus, the Arabic teacher uses his skills in careful selection and improvises resources available as instructional in imparting knowledge in his lesson to be effective. this is why Oguntunde (2106) asserted that production of instructional materials in teaching and learning can never be over emphasized because, it appeals to the pupils' various sense of learning and creates interest and related capacity of the pupils. It also substitutes spoken word in transmission of knowledge. Improvisation remains an effective teaching aids to Arabic studies teacher in senior secondary schools. In the face of lack or scarcity of instructional materials unless or small monetary allocation to schools. Arabic studies teachers need to look inward and improvise instructional materials from the local available materials such as food items i.e. maize, rice, and wealth in the lesson of learning the name of these items in the language etc. in every topic in teaching Arabic studies there are relevant resources to be improvised.

Any Arabic studies teacher who waits for government or the school authority to provide instructional materials for him may be waiting in vain, because such provision is on their priority list. Ogivo (2014) revealed that there is no country

in the world where instructional materials are hundred percent available in schools. The teacher can make effective use of improvisation in his teaching when he/she is imaginative, creative, clever, and skillful, because the use of locally available instructional material are substitutes for real one which is not a mere guess work. The teacher must know what he wants and be quite sure of what he is doing but observing and identify materials that can easily use around him, which can be use improvising instructional materials. It is therefore, revealed in literature that teachers are not making use of instructional materials, teachers do not have any excuse to go to class without instructional materials. This is because our environment is endowed with a lot of natural resources which the teacher can use to promote learning. The Arabic studies teacher has this resource at his/her disposal and can utilize them for effective teaching and learning process, he should have it at the back of his mind that the environment is his "Library" since he can gain a lot from it and transfer it to the learners.

Instructional materials are in various classes, they are audio, visual and audio visual respectively. Audio or aural materials are those instructional materials that convey information which we receive through the sense of hearing only. Audio resources are available in the form of sound and voices. They can either be real or representations. when sounds and voices reach us using their natural form and directly from their original sources, they are refers to as real audio resources. E.g. are cries of animals and other creatures, warning sounds (vehicles horns, human sound etc). When real sounds and voices are available for use in natural setting, they can be organized, recorded, preserved and reproduced for use through other channels such as record players, radio broadcasts, loudspeaker et.c. All teaching and learning materials that appeal mainly to the sense of sight or vision are known as visual materials are in sue, the other senses (touch, smell and taste) may be used since the visual material may be handled, smelled, or even tasted for better understanding. Example of real visual materials are; Read objects and life situations e.g. food items and what, Animals or farm animals e.g.

Corresponding author: Kabiru Abdullahi

✉ kabiruabdullahi3109@gmail.com

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cows, sheep, camels, goat etc representations of real visual materials.

Still pictures e.g. real photographs, diagram, sketches, etc, Printed materials, charts, slide, film strip etc. Audio visual materials are those teaching and learning materials that appeals to the senses of sight and hearing at the same tie. Such materials convey both sounds of real objects and other concrete visuals or pictures. Audio visual materials includes: the followings. Some real life objects or situations e.g a guide visit to place like the banks, markets, libraries, mosques etc. Representational audio visuals material are recording of some real life situations preserved and produced for educational purposes, by using the following means: 16mm film, television, video tape recording, synchronized tapes or slide materials etc. Care must be taken when selection instructional materials. This is because some are locally made while others are communally produced. Whatever may be the case, and some criteria must be followed in their selection and as follows.

The teacher is expected to think of the topic, age of the student, materials the students will benefit from in order to identify the objectives and analyze the subject matter. The fast and slow learners can be group to learn together and use of materials that are too simple should not be used. His may make the students not to be actively involved intellectually, perceptually and physical. Haskim (2018) said that "the task of a good teacher is to help others to learn consequently of prime importance is the organization of children activities in such a way that each child is working at his own level and is enough to interest and challenge him. Here is observed that individual differences do exist even in nature of human beings let alone children he further, considered that there are fast and slow learners, thus he calls or a well prepared instructional material to be handle in teaching. The teacher should ensure that students practice along with him/her that is the materials should have some practical experiences on the life of the learners. The materials should be available in the environment, where not available, the teacher should improvise. Certain instructional materials may available in the

school environment but the teacher may not have the knowledge of using them to teacher his learners, in this case he/she should not shy away from contacting an expert for the benefit of this students (Emma, 2013)

Factors Influencing the Effective use of Instruction are as follows; A reach conducted by Adeoye (2017) supported by Adam (2013) revealed that in most of our senior secondary schools, teaching materials are grossly inadequate. Incentive: this could be from the government or the school administrations. The kinds of support given to the teachers by their government or schools' administrators influence the effective use of instructional materials in schools.

Enough funds are not available to the teachers or the preparation of teacher made aids or purchase of objects related instructional materials in senior secondary schools. Lack of expertise on the part of the users of these aids where most teachers do no possess adequate experience on the planning, preparation and the use of instructional materials. Cooperation from the parents and students: this also influences the effectiveness of instructional materials some patents may not allow their children to supply locally made instructional materials that are found within their environment.

Teaching is usually seen as a stepping stone to others better jobs and such many teachers do not have adequate preparation for the task of teaching, this could be affected the teaching and learning process.

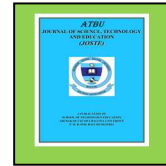
One of the greatest problems militating against effective learning of Arabic studies in senior secondary schools is lack of adequate instructional material which teachers are not willing to improvise. NEIK (2016) defined improvisation as the act of making your own instructional materials from the local materials sometimes found around the school premises, the improvised materials should be able to convey instruction in which there is a need to ascertain the performance of pupils taught using instructional materials. Atadogo (2020) revealed that has becoming impossible for government and private investors to continue to, and all requirement for

Corresponding author: Kabiru Abdullahi

✉ kabiruabdullahi3109@gmail.com

Department of Islamic Studies, School Arts and Social Science, Adamu Tafawa Balewa College Of Education, Bauchi.

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instruction at primary and senior secondary schools but facilities are not adequately provide to sustain the present need for effective teaching and learning strategies of Arabic studies at senior secondary schools' level. Despite all these, the implication is that clearly statistically indicated that there is a problem on students' performance below expectation in senior schools, which leads the attention of educations from divers professions to the current challenges and predicament of our senior secondary schools. Hence, lack of using instructional material that teachers are not willing to improvise is one of the causative agents.

Abdullahi (2017) summarize the use of instructional materials in teaching and learning as "supply of concrete basis for conceptual thinking and the necessary basis for developmental learning, provide a high degree of interest for students, after a reality of experience which stimulates develop continuity of thought, contribution to growth meaning provide experience not easily served by the other materials and contribution to the efficiency depth and variety of learning.

The scholar enumerated five (5) main uses of instructional materials in classroom teaching these are

- i. Introducing a lesson
- ii. Supporting a lesson
- iii. Drill and practice
- iv. Demonstration and
- v. Summarizing respectively.

Likewise, the actual implementation of the senior secondary school curriculum should be only done with the aid of using suitable and appropriate teaching materials. Taba (2014) compliments the above view by stressing that the learning outcomes are always conditioned by what a teacher is able to do, what the students can master by way of learning techniques, and what resources are available. Thus, resources to some extent in the above citation were referred to instructional materials that facilitate and enhance the learning situation in the process of teaching and learning.

Learning resources have become much more varied and sophisticated in recent years

owing modern teaching gargets like audio and video tapes, electronic and reprographic equipment; yet their effective use including local materials depends very much on the teachers' resourcefulness and his planning skills. In spite of the above mentioned conditions, many public schools and some private ones lack the necessary instructional materials that could enhance learning and teaching experiences. Financial constraints will make it almost impossible to provide all the required of the teaching materials for one reason or the other as mentioned earlier. This background prompts the researcher to explore the use and impact of instructional material in teaching and learning Arabic studies in senior secondary school and to conduct research for the solution of prevalent scenario.

Objectives of the study

The main purpose of this study will be to identify the impact of instructional materials in teaching and learning Arabic studies in senior secondary schools, specifically the study wish to focus on the following

1. To find out the problems of non-usage of instructional materials in our senior secondary schools.
2. To determine the strategies that could be improved the use of instructional materials by teachers of Arabic studies in senior secondary schools.
3. To determine the extent in which teachers to source instructional materials for effective teaching and learning Arabic studies in senior secondary schools.

Research Questions

Based on the aforementioned objectives, the following research questions are formulated to guide the study;

1. What are the problems affecting the non-use of instructional materials at our senior secondary schools?
2. What are the strategies that could be adopted by senior secondary schools' teachers to improve the use of instructional materials?

Corresponding author: Kabiru Abdullahi

✉ kabiruabdullahi3109@gmail.com

Department of Islamic Studies, School Arts and Social Science, Adamu Tafawa Balewa College Of Education, Bauchi.

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- Where do teachers' source instructional materials for effective teaching and learning of Arabic studies in senior secondary schools?

METHODOLOGY

This study adopted survey design method and a survey design in research is which a researcher should only study samples randomly and from those samples he generalized the outcome result on the entire population of the study. Thus, by collecting and analyzing data from people or items considered to be the representative of the groups according to Sambo (2015). Meanwhile questionnaire was used to collect data from the respondents whereas the gathered data was analyzed using mean and standard deviation. The population of the study

will comprise all the Arabic teachers and all the students in SS II Senior Secondary Schools in Bauchi State. Thus the target population of the study included 1,759 both male and female teachers and students from five schools across the three senatorial district in Bauchi respectively. The simple random sampling technique was used and each sample was given an equal chance of being selected. Thus, the samples size of the study was 103 participants.

RESULTS

Research question One: To what extent are the instructional materials use in teaching and learning Islamic studies in junior secondary schools?

Table 1: The extent to which instructional materials are used in teaching and learning Islamic Studies are:

S/N	ITEMS	MEAN (X)	DECISION
1	The use of instructional materials in teaching and learning Islamic Studies is not optional?	3.00	Accepted
2	The use of instructional materials should be a regular feature in teaching and learning of Islamic studies in Junior Secondary Schools?	4.39	Accepted
3	The environments have enough local materials or use in teaching and learning Islamic Studies in Junior Secondary Schools?	4.03	Accepted
4	Teachers used improvise instructional materials for teaching and learning Islamic Studies in Junior Secondary School when not available?	3.58	Accepted
5	Teachers/students are not interested in using instructional materials for teaching and learning Islamic Studies?	3.72	Accepted

The above table indicated that the mean score of 3.00 was accepted also item 2, 3, 4, and 5 with mean score of 4.39, 4.03, 3.58 and 3.72 respectively were accepted. This proves that the extent in which instructional materials play on

teaching and learning of Islamic Studies in Junior Secondary Schools.

Research question Two: What are the problems affecting the non-use of instructional materials at our Junior Secondary Schools?

Table 2: The arising problems affecting of non-use of the instructional materials for teaching and learning Islamic Studies in Junior Secondary schools

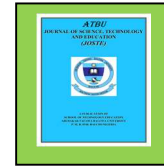
S/N	ITEMS	MEAN (X)	DECISION
1	The organization of instructional materials is a tedious and time consuming exercise?	4.01	Accepted
2	Teachers do not use instructional materials in classes because the are expensive to source	3.18	Accepted

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✉ kabiruabdullahi3109@gmail.com

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3	The authority does not support the teachers in sourcing the instructional materials	3.30	Accepted
4	The provision of instructional materials by Islamic Studies teachers does not require special skills?	3.03	Accepted
5	The teachers of Islamic Studies are not given incentives for the provision of instructional materials.	4.03	Accepted

A clear look at the table 2 above indicated that items 1, 2, 3, 4, and 5 with means scores (x) of 4.01, 3.18, 3.30, 3.03 and 4.03 respectively were accepted as problems affecting the non-use of instructional materials in teaching and learning Islamic studies in Junior Secondary Schools accepted for items above respectively.

Research question Three: What are the strategies that could be adopted by Junior Secondary school teachers that could help to improve the use of instructional materials at Junior Secondary Schools?

Table 3: The strategies that could be adopted by Junior Secondary school teachers that could help to improve the use of instructional materials at Junior Secondary Schools

S/N	ITEMS	MEAN (X)	DECISION
1	Teaching and learning is made concrete when instructional materials are used?	4.38	Accepted
2	Creativity is improved in learning when instructional materials are used?	4.26	Accepted
3	Does the teaching using instructional materials motivates the interest of the learners to actively participate in the lesson	4.56	Accepted
4	The need of pupils with different learning style is not taken care of the lesson?	3.32	Accepted
5	Learning of Islamic Studies is enhanced as a result of instructional materials?	4.21	Accepted

While, the table 3 above is clearly indicated that items 1, 2, 3, 4, and 5 respectively were accepted. This implies the strategies could be adapted by Islamic Studies teachers that to improve teaching and learning of Islamic Studies in Junior Secondary Schools.

FINDINGS OF THE STUDY

The following can be deduced from the data analysis above:

1. Both teacher and students are interested in using improvise instructional materials.
2. Teachers are not motivated by schools' authorities in providing them with incentives to improve the use of instructional materials.
3. The use of instructional materials in teaching Islamic Studies simply concretized teaching because students performing and understanding of the concept in Islamic

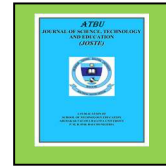
- studies is better with the use of instructional materials.
4. Hence use of instructional materials makes the teaching to the cover syllables and it arose the interest of the students to the subjects.
5. Teachers consider the acquisition of instructional materials as tedious time consuming and expensive.
6. The teachers improvised the instructional materials are nit bold enough and precise while negatively affect the production of instructional materials.
7. Difficulty concept can be effectively taught using improvised for teaching and learning Islamic Studies in Junior Secondary Schools

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✉ kabiruabdullahi3109@gmail.com

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8. Improved instruction materials learners' participation in lesson, hence meeting the need of both fast and slow learners.
9. Use of instructional materials makes teaching and learning of Islamic Studies in Junior secondary schools less abstract more concrete and permanent.

DISCUSSION OF FINDINGS

Due to the greatest impact of instructional materials in teaching and learning process, there are many write up concerning the concept, production and adequate usage of instructional materials. According to Row the greatest impact of instructional materials as "vehicle" carrying the stimulus to be presented to the pupils' instructional materials, is the collection of printed and non-printed materials are selected arranged and located as to serve the need of teachers and pupils and to further the purpose of the schools. Abdullahi (2019) defined instructional materials as tools locally made or imported one that could make tremendous enhancement of lesson impart, if intelligently used. Similarly, Agun (2018) described instructional materials as the learning materials and the proper of which helps learners to learn and better.

Obanya (2019) view instructional materials as deductive materials, things which are supposed to make learning and teaching possible. They are part of the instructional procedures thus studies have shown that when skills are related to practical situation, attitude and attention improve; In-yam and Isun (2020) cited in Esu (2014) ascertain instructional materials are the pivot on which the wheel of the teaching and learning process rotates. Dike (2019) states that educational technology is concerned with the provision of alternative materials which can help to extend the range of various experiences of learners in nay teaching and learning situation. Instructional materials are devices when properly used can accomplish understanding and can also assist teacher to play the role of facilitator of learning rather than a dispenser of information. Johnson (2019) buttress that instructional materials as the collection and selection of resources (mechanical otherwise) from available

resources which are applied and integrated to a systematic process of teaching and learning effectively, (Ikerionwu 2020) sees instructional materials as a concrete or physical object which provide sound usually or both to the senses organ during teaching.

It is clear from the above assertion that for Arabic Studies teachers to deliver effectively in the dispensable, they should fully use relevant instructional materials in Arabic Studies Lesson. Okoric (2013) put in that instructional materials are available teaching device for various or group and for these with varied learning abilities. It provides with pupils integrated experience which may vary from concrete to abstract and they have characteristic of holding the situation of almost all students or learners. Bishop (2012) indicated that instructional materials reduce the olden method of teacher centred despite the fact that when a teacher has a lot to add to his confidence, his effectiveness, his productivity increase, his professional capabilities are fully utilized and he/she accomplishes large and better output. According to Expo (2014) aptly declared that instructional materials are often used to compensate for the dominant organ and they must be relevant or the realization of the intention of curriculum. Bsivat (2015) asserted that instructional materials will make the students to employ the tools of constructive analytical, logical or practical reasoning in the teaching and learning process. These instructional materials can be used to support teacher basic instruction. They can used them to introduce lesson and highlight point to elicit response to provide curiosity of the students and so on.

CONCLUSION

This study aimed at the impact of the instructional materials for teaching and learning Islamic Studies in Junior Secondary School in Bauchi metropolis, of Bauchi State. The finding revealed that instructional materials are functional for teaching Islamic Studies because they are effective for demonstrating specific learning skills in Islamic studies, the use of instructional materials make the teachers to cover the syllables and using instructional materials arose the interest

Corresponding author: Kabiru Abdullahi

✉ kabiruabdullahi3109@gmail.com

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of the subject. The finding also indicated that there are some problems facing Islamic Studies teachers in Junior Secondary Schools towards the production of improvised instructional materials. They include cost of production of improvised instructional materials student do not want to participate in production instructional materials. The result revealed that the use and impact of instructional materials were the highest mean scores and consider to be the most critical and significantly use in the teaching and learning Islamic studies in Bauchi metropolis of Bauchi State.

Finally, the study was carried out to survey the impact of instructional materials used in Junior secondary school for teaching and learning of Islamic studies. The result shows that instructional materials are essential ingredients in the teaching and learning of Islamic Studies in Junior Secondary School. The study also shows that teachers of Islamic Studies are not willing to improvise because lack of enough funds to the teachers for preparation of teaching made aids or purchase of such related instructional materials.

RECOMMENDATIONS

In order to make teaching and learning process more effective the following recommendations may be followed as:

1. Government should provide fund for instructional materials for teaching Islamic studies in junior secondary schools
2. In case of non-availability of instructional materials teachers should developed blackboard summarized along with relevant pictures and diagrams
3. Establishment and enrichment of instructional centre in junior secondary schools should be carried out by the government
4. Separate fund should be created to make available needed instructional materials in junior secondary schools.
5. Teachers should encourage to improvise instructional materials by sending them to workshop on how to design and make equipment from local available resources.

6. Teachers' welfare should be taken into consideration.
7. School authorities should support Islamic Studies teachers in provision of instructional materials.
8. Parents and to community assist the government in supply or purchased instructional materials at any levels.

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Corresponding author: Kabiru Abdullahi

✉ kabiruabdullahi3109@gmail.com

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