

TEACHERS' EVALUATION OF AL-MA'DUBAH AL-'ADABIYYAH ARABIC LITERATURE TEXTBOOK IN KWARA STATE SENIOR SECONDARY SCHOOLS, NIGERIA

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Abstract

Textbooks constitute an integral part of instructional media that are adopted to facilitate teaching-learning process. Thus, this study attempted to carryout teachers' evaluation of Al-Ma'dubah 'Al-Adabiyyah, a recommended textbook for teaching Arabic Literature in Nigerian senior secondary schools. Descriptive research method was employed in the study. The population for the study was made up of all the teachers of Arabic language at the senior secondary school level in Kwara State. All the 64 teachers of Arabic language were purposively engaged in the study. However, only 60 teachers of Arabic language returned the questionnaires. A 25 – item researcher designed questionnaire was used as the instrument for data collection. Percentage was used to answer the research questions postulated for the study while the three hypotheses formulated were tested using t-test statistics at 0.05 level of significant. The data collected were analysed using the percentage indices and t-test statistics. The results revealed that the textbook received positive assessment in terms of its availability, clarity of objectives, consistency with the senior secondary school Arabic curriculum, suitability, durability and exercises while the book lags behind in term of adequacy of illustrations. The results also showed that no significant differences existed in the evaluation of the textbook based on teachers' gender, while there existed significance difference in the evaluation of the textbook based on teachers' qualification and years of teaching experience. In line with the findings in the study, it was recommended that the textbook should be retained as an Arabic literature teaching material for senior secondary schools. Qualified Arabic teachers should be encouraged to adopt the book while teaching Arabic Literature.

Key Words: Nigeria, Security, Challenges, Education and Solutions

Introduction

In the teaching and learning situation, the enormosity of instructional materials could not be undermined. The importance of instructional media has been accepted widely, that the students who have the advantage of being taught with well-selected wisely utilized instructional media learn more effectively than those who are only provided with verbal instruction. The main reason for this is that well-chosen instructional media tends to present concepts in such a manner as to create interest and motivation. Learners gain more from instruction when they become involved through their own interest and desire; it is a well-known fact that motivation and desire for learning are essential elements in meaningful instruction. Under normal circumstances, students are expected to physically see and hear, if they cannot do either, then there is a barrier to physical perception. The more a child has seen and heard, the more he wants to see and hear (Umar, 2010).

Umar (2010) also noted that varied instructional media could make the subject matter clearer to students who come from different backgrounds with varying abilities. Thus, they foster effective learning not only for the child who reads and writes, but also for the child who is not verbally gifted. They allow slow and average students to absorb lessons through as many senses as possible while freeing the rapid learners, the well-grounded students and the good reader to proceed as quickly and in as much depth as desired.

Instructional media which are also referred to as teaching aids are materials and equipment that serve as vehicles with which are channeled with ease to their destination. The instructional strategies usually employed by teachers – providing structured context asking and responding to questions, arousing curiosity and giving information have all been incorporated into programmes delivered by media ranging from books, charts and other visuals materials to electronic such as Television projectors and computers (Abdur-Rafiu, 2014).

Textbook as an instructional material plays significant role in teaching and learning process. Swanepoel (2010) noted that good textbooks could play a valuable role in solving the problem, since it is a well-established fact that the utilisation of high-quality textbooks can contribute to learner achievement. The quality of the available textbooks varies and teachers or education providers should choose the best textbooks available for teachers to use, or at least ensure that the textbooks chosen and used are adequate.

Arabic literature plays a vital role in Islamic education, fostering cultural understanding and historical knowledge. In Nigerian senior secondary schools, textbooks like *Al-Ma'dubah Al-'Adabiyyah* serve as essential resources for teaching Arabic literature. However, the effectiveness of any textbook hinges on its usability and alignment with learning objectives. Consequently, it is necessary to evaluate the quality of the textbooks during the process of textbook selection.

Evaluation is the process of ascertaining the worth of value of an object, event or individual it involves giving value judgment inappropriateness' goodness or badness, desirability or undesirability of event decisions, performances, processes, objectives, situations and so on (Abdur-Rafiu, 2014). Assessment is a means by which the teacher obtains information about knowledge gains, behavioural changes and other aspects of the development of learners. It involves deliberate effort of the teacher to measure the effect of the instructional process as well as the overall effect of school learning on the behaviour of learners. Assessment enforces all aspects of school experience both within

and outside the classroom. It provides feedback data to both the teachers, learners as well as other stakeholders in education (Owolabi, 2004).

Also, Azizifar and Baghelani (2014) submitted that since textbook evaluation includes production, assessment, and adaption of materials, it is essential for the practitioners to regularly conduct evaluation processes that guarantee their pedagogical contribution to the learning and teaching procedure and also get ensured of their appropriateness for the context and learners who use them.

The teacher in any given society is the pillar on which the total educational system rests. That is, the success or failure of any education depends largely upon the quality of its teacher (Opadokun, 2002). Abdulsalam and Issa (2002) noted that "The position of the teacher as one who imparts knowledge and skills cannot be overemphasized. The roles of teachers in achieving the objectives of any school or subject curriculum is enormous. Salami (1999) reiterated that a teacher is a curriculum interpreter or because, he analyzes the syllabus that is related to discipline. In other words, a teacher in Islamic studies needs to know his subject matter and then needs to know all aspects of educational technology so as to enable him/her to implement the curriculum properly. This might be why Omoniyi (2002) referred to teachers as the major implementers of planned curriculum.

It is a widely accepted fact by most educationists that the success of a curriculum depends largely on the teacher. As expressed in the national policy on education (FRN, 2004) "no education system can rise above the quality of the teacher in forms of qualification and experience considered to be of paramount importance. Rowand (1999) in a survey of public schools' teachers who have over ten years teaching experience revealed that they are not keen about using computers for any form of teaching. However, some of them who are interested have low level of competence especially in the area of creating instructional materials (IM), for administrative purpose, gathering of information and so on.

Also, teachers' gender, qualification and experience are among the factors that influence their attitude to teaching and evaluation. Adedeji (2006), states that teaching experience refers to those attitudes or skills acquired by the teacher through his or her perception and participation in instructional programmes. Experience of the teacher will help him to be able to cope and adapt to mild changes in the educational programmes.

Statement of the Problem

As Arabic teachers use textbooks in their classrooms, they are considered as one of the most important features in evaluation processes to choose the best book for specific learner groups. Teachers' perspectives on the utility and the effectiveness of the textbooks are also fundamental canvassing and analyzing their textbooks in order to recognize the demerit and merit points with regard to the particular teaching context. It is believed that Perfect book does not exist for language learning in all situations (Grant, 1987).

More so, effective teaching of Arabic literature in Nigerian senior secondary schools hinges on the quality of available resources, particularly textbooks. Al-Ma'dubah Al-'Adabiyyah is a widely used Arabic literature textbook, but its effectiveness in facilitating learning has not been extensively evaluated from the perspective of teachers who use it daily. This lack of evaluation creates a gap in understanding the strengths and weaknesses of Al-Ma'dubah Al-'Adabiyyah as a teaching tool. Teachers, on the frontlines of

education, can offer valuable insights into the textbook's alignment with curriculum objectives, its content clarity, its chosen pedagogical approach, and its overall effectiveness in student learning. In addition, it is necessary to evaluate the instructional materials in order to respond to the users' needs and provide appropriateness in language classroom situations and contexts. It is against this backdrop that these researchers had attempted to investigate Arabic teachers' evaluation of Al-Ma'dubatul Al-'Adabiyyah Arabic literature textbook. To the best of researchers' knowledge, no previous studies has delved into this. Therefore, it constitutes the gap which the study aims at filling.

Objectives of the Study

The general purpose of this study is to investigate teachers' evaluation of Al-Ma'dubatul Al-'Adabiyyah Arabic language (literature) textbook for senior secondary schools. Specifically, the study looked into the following aspects:

1. Teachers' general perception of the strengths and weaknesses of the "Al-Ma'dubatul Al-'Adabiyyah" textbook for teaching Arabic literature;
2. Clarity of the book's objectives;
3. Relevance of the content with the official senior secondary school Arabic curriculum;
4. Availability of the "Al-Ma'dubatul Al-'Adabiyyah" textbook;
5. Suitability of the "Al-Ma'dubatul Al-'Adabiyyah" textbook for the age and educational levels the target students;
6. Durability of the "Al-Ma'dubatul Al-'Adabiyyah" textbook;
7. Adequacy of the illustration in "Al-Ma'dubatul Al-'Adabiyyah"
8. Adequacy of the exercises provided at the end of each chapter of the textbook

Research Questions

The following research questions were raised and answered in the process of this study:

1. How do teachers in Kwara State senior secondary schools perceive the strengths and weaknesses of the "Al-Ma'dubatul Al-'Adabiyyah" textbook for teaching Arabic literature?
2. Are the objectives of the textbook clearly stated?
3. Does the textbook content align with the prescribed curriculum for Arabic literature?
4. Is the textbook easily available to the students?
5. Is the contents of Al-Ma'dubatul Al-'Adabiyyah suitable for the age and educational level of the target students?
6. Is the textbook durable for long term use of the students?
7. Does the book contain adequate illustrations?
8. Are the exercises provided at the end of each chapter of the book adequate?

Research Hypotheses

The following null hypotheses were formulated and tested in the study:

- i. H01: There is no significant difference between male and female Arabic teachers' evaluation of Al-ma'dubah Al-Adabiyyah text book.
- ii. H02: There is no significant difference between qualified and unqualified Arabic teachers' evaluation of Al-ma'dubah Al-Adabiyyah text book.
- iii. H03: There is no significant difference between experienced and less experienced Arabic teachers' Evaluation of Al-ma'dubah Al-Arabiyyah textbook

Literature Review

Textbooks have a very important and positive role to play in teaching and learning. Textbooks are the main sources that can convey the knowledge and information to the learners in an easy and organized way (Papajani, 2015). It is the axis of learning upon which the universe of knowledge keeps moving. The visionary as well as the pragmatic aspects of a language text book is insurmountably immense that includes psychological along with ethnical factors of human life. The philosophy of language teaching universally depends on a constructive textbook. The phenomenal aspects of textbook are the sources of millions of versatile copies that are sold every year and commercially invested with numerous aid projects. Without a relevant textbook no teaching learning situation is capable of visualizing success (Bahar & Zaman, 2013). Textbook evaluation plays a crucial role in optimizing the learning process for all stakeholders involved. It ensures that the chosen textbook is an effective tool for teaching and learning, leading to better educational outcomes for students. There are various reasons for materials evaluation and activities involved are also many and varied. One of the major reasons is the need to adopt new course books. Another reason is to identify particular strengths and weaknesses in textbooks already in use (Papajani, 2015). According to Bahar and Zaman (2013), textbook evaluation is carried out for the following purposes:

- i. Curriculum Design: To ensure that the textbook aligns with established curriculum standards and learning goals.
- ii. The syllabus and programme content: To identify the relevance and congruity prevailing in different teaching contents of the textbook so that error identification can be easier as well as confusions regarding the whole teaching spectrum will be held back. Evaluation helps teachers identify areas where the textbook might be lacking or require adaptation to suit their specific classroom context. They can then supplement the material with additional resources or modify existing activities to cater to their students' diverse learning styles and needs.
- iii. Classroom process: To provide an insight will give an idea about the extent to which the program is being implemented appropriately. Both the teachers and the learners can gain introspective attitude towards the whole learning procedure.
- iv. The teachers: A thorough evaluation provides insights into the textbook's organization, activities, and assessment tools, enabling teachers to plan engaging lessons that effectively cover the intended learning objectives.

- v. The student: A well-evaluated textbook can provide students with a clear and engaging learning experience. By ensuring the content is accurate, relevant, and presented in an accessible manner, the evaluation process helps ensure students are actively learning and retaining the information.
- vi. Effective learning experience: A well-evaluated textbook ensures learners receive accurate and relevant information presented in a clear and engaging manner, promoting effective learning and knowledge acquisition.
- vii. Learner motivation: Supporting independent learning: A well-organized textbook with self-assessment tools can empower students to take ownership of their learning and progress independently, even outside the classroom setting.
- viii. The institution: By selecting appropriate textbooks, schools and educational institutions can improve the overall quality of their educational programmes.
- ix. Identification of learning gaps: Through textbook evaluation, learners can identify areas where they need additional support or clarification, allowing them to seek further help from teachers or other resources.
- x. Publishers: Feedback from evaluations helps publishers improve future editions of their textbooks, ensuring they better meet the needs of teachers and learners.

Bahar and Zaman (2013) studied the importance of pre-evaluation of textbooks and its possible limitations in order to construct an effective SLA classroom. It will discuss and describe the intricate and complex evaluation procedure that had been done on Headway in context of English as SLA, and the purpose of this evaluative research project is to determine and establish the overall pedagogical validity and appropriateness of the book in terms of its specific language teaching programme.

Mohammadi and Abdi (2014) evaluated the textbook "Top Notch" used in Iranian English language schools. They assessed how well the book met students' needs and its overall teaching value. Researchers surveyed 105 students and 32 teachers using questionnaires developed by Litz (2001). The teacher questionnaire had 40 items, while the student version had 25. The study also included a student needs analysis alongside the textbook evaluation. While the analysis revealed some shortcomings, such as a lack of exposure to other cultures, the overall findings suggested that "Top Notch" could be an effective tool in the hands of a skilled teacher, despite its limitations.

Lewicka and Waszau (2017) analyzed three various textbooks for Teaching Arabic as a Foreign Language in terms of the Cultural Curriculum. The books were published by three publishing markets (Poland, France, United States of America). This analysis allowed answering the question regarding the method of reflecting the aspects forming the socio-cultural. It was concluded that the discussed publications realize the assumptions of the culture and realities studies designed to be introduced in correlation with the practical teaching of AFL in a different way and to various extents.

Al-Jarf and Mingazova (2020) analyzed the textbooks titled "Arabic for Non-native Speaking Children", Level I by Zakirov, Mingazova, and Mukhametzyanov (2011), and "Arabic for Non-Native Speaking Children", Level II by Mingazova, Zakirov, and Mukhametzyanov (2013) which are used to teach Arabic as a foreign language (AFL) to elementary school children in Tatarstan. The textbooks were then evaluated in the light of the Common European Framework of Reference (CEFR) criteria. Results showed that the

textbooks do not meet the CEFR language teaching and learning criteria, as they focus on the reading and writing skills, not oral skills and communication. They focus on the Arabic alphabet letters and basic Arabic grammatical structures and categories. The words taught are selected based on whether they contain the alphabet letter under study, not on the basis of belonging to a certain semantic category. In addition, the textbooks have adopted a grammar-translation approach, not a communicative, functional approach. The study recommends restructuring the textbook aims, skills and subskills taught, language elements selected, syllabus design adopted, and language teaching approach followed so that focus is on learning Arabic for communication.

Aburub (2023) evaluated the Palestinian Arabic Language Textbook, "Our Beautiful Language," for first grade from the viewpoint of the teachers. The study also identified the significance of evaluating textbooks. Both quantitative (survey) and qualitative data (interview) data were employed for the study. It was found that the textbook has a specific weakness and deficiency in the psycho-cognitive dimension despite the Palestinian Ministry of Education's efforts to develop the curriculum. Suggestions were made on how to improve the book.

The issue of teachers' academic gender, qualifications and experiences as determinant factors in instructional process is inconclusive. Results of several studies have shown how teachers' gender, qualification and experience have influenced their productivity. There have been divergent opinions on whether or not there is a relationship between job satisfaction and effectiveness based on teacher variables like qualification, sex, experiences and instructional effectiveness. For instance, the study of Gerald, Augustine & Lucy (2013) established the influence of gender in educational process; the studies of Olaoye (2012) and Owolabi and Adebayo (2012) found that teachers' qualification influenced their productivity. While that of Ishaq (2009) established that a long time practicing professional teacher is more efficient and skilful than a less-experienced teacher.

Methodology

The descriptive method was adopted for the study. It was concentrated on teachers' evaluation of Al-ma'dubah Al-Adabiyyah Arabic literature textbook for senior secondary schools in Kwara state. The population for this study was made up of all the teachers of Arabic language at the senior secondary school level in Kwara State. There are 64 Arabic teachers in senior secondary schools across the 16 Local Government Areas of the state. All the 64 teachers of Arabic language were purposively engaged in the study. However, 60 teachers of Arabic language returned their questionnaires. A 25 – item researcher-designed questionnaire was used as the instrument for data collection. Percentage was used to answer the research questions postulated for the study while the three hypotheses formulated were tested using t-test statistics at 0.05 level of significant.

Results

Answering Research Questions

Research Question One: How do teachers in Kwara State senior secondary schools perceive the strengths and weaknesses of the "Al-Ma'dubatul Al-'Adabiyyah" textbook for teaching Arabic literature?

Table 1: Teachers’ perception of the strengths and weaknesses of the "Al-Ma'dubatul Al-'Adabiyyah" textbook for teaching Arabic literature

ITEM	N0. of Respondents	SA	%	A	%	D	%	SD	%
"Al-Ma'dubatul Al-'Adabiyyah" is highly impactful textbook to the users	60	23	36	37	64	-	-	--	--

Table 1 reveals that all the respondents were of the opinion that *Al-Ma'dubatul Al-'Adabiyyah* Arabic literature book for senior secondary schools was highly impactful.

Research Question Two: Are the Objectives of the textbook clearly stated?

Table 2: Clarity of the objectives of *Al-ma'dubah Al-Adabiyyah* textbook

N0. of Respondents	SA	%	A	%	D	%	SD	%
60	22	36.67	37	61.67	1	1.67	—	—

Table 2 reveals that 22 (36.67%) of the respondents strongly agreed that the objectives of *Al-ma'dubah Al-Adabiyyah* Arabic literature textbook for senior secondary schools were clearly stated. 37 (61.67%) Agreed, 1 (1.67) disagreed, while no respondent strongly disagreed. This implies that the book '*Al-ma'dubah Al-Adabiyyah*' Arabic literature textbook for senior secondary schools contained clearly stated objectives.

Research Question Three: Is the textbook relevant with the content of the senior secondary school Arabic language curriculum?

Table 3: Relevant of the textbook with the content of the senior secondary school Arabic language curriculum

N0. of Respondents	SA	%	A	%	D	%	SD	%
60	25	41.67	32	53.3	2	3.33	1	1.67

Table 3 shows that 25 (41.67) of the respondents strongly agreed that *Al-ma'dubah Al-Adabiyyah* Arabic literature text book is relevant with content of senior secondary school Arabic language curriculum. 32 (53.3%) disagreed, while 1 (1.67%) strongly disagreed. This implies that the content of the book is congruent with the content of senior secondary school Arabic language curriculum.

Research Question Four: Is the text book readily available to the students?

Table 4: Teachers' Response on the Availability of *Al-ma'dubah Al-Adabiyyah* Arabic literature textbook to students

N0. of Respondents	SA	%	A	%	D	%	SD	%
60	26	43.33	18	30	10	16.67	06	10

Table 4 indicates that 26 (43.33%) of the respondents strongly agreed that *Al-ma'dubah Al-Adabiyyah* Arabic literature book is easily available to the students. 18 (30%) agreed, 10 (16.67%) disagreed, of while 06 (10%) strongly disagreed. This simply means that *Al-ma'dubah Al-Adabiyyah* Arabic literature book is readily made available.

Research Question Five: Is *Al-ma'dubah Al-Adabiyyah* suitable for the target students?

Table 5: Suitability of *Al-ma'dubah Al-Adabiyyah* Arabic literature book for the targeted students

N0. Of Respondents	SA	%	A	%	D	%	SD	%
60	30	50	30	50	—	—	—	—

Table 5 shows that *Al-ma'dubah Al-Adabiyyah* Arabic literature book is suitable for the targeted students. 30 respondents of (50%) strongly agreed, 30 (50%) also agree, no respondents disagreed or strongly disagreed. Hence, *Al-ma'dubah Al-Adabiyyah* Arabic literature book is suitable for the age and educational level of the targeted students.

Research Question Six: Is the textbook durable for long time use of the students?

Table 6: durability of *Al-ma'dubah Al-Adabiyyah* Arabic literature book for long time use of the students

N0. Of Respondents	SA	%	A	%	D	%	SD	%
60	9	15	16	26.67	13	21.67	22	36.67

Table 6 reveals that 9(15%) of the respondents strongly agreed that *Al-Madubah Al-Adabiyyah* Arabic literature book is durable for long time use of the students. Another 16 respondents of (26.67%) agreed, 13 (21.67%) disagreed, while 22 (36.67%) strongly disagreed. Therefore, *Al-Madubah Al-Adabiyyah* Arabic literature book is durable as it has both extrinsic and intrinsic values.

Research Question 7: Does the book adequate contain adequate illustration?

Table Seven: Adequacy of the illustrations made in *Al-ma'dubah Al-Adabiyyah* Arabic literature book

N0. of Respondents	SA	%	A	%	D	%	SD	%
60	1	1.67	8	13.33	23	38.33	28	46.67

Table 7 shows that 1 (1.67%) agreed, 8 (13.33%) strongly agreed, 23(38.33%) of the respondents disagreed and 28 respondents of (46.67%) strongly disagreed that *Al-ma'dubah Al-Adabiyyah* contains adequate illustrations. This implies that the textbook does not contain adequate illustration.

Research Question Eight: Are the exercise provided at the end of each chapter of the book adequate?

Table 8: Adequacy on the exercises provided at the end of each chapter of the *Al-ma'dubah Al-Adabiyyah*

N0. Of Respondents	SA	%	A	%	D	%	SD	%
60	21	35	35	58.33	4	6.67	—	—

Table 8 indicates that the exercises provided at the end of each chapter of *Al-ma'dubah Al-Adabiyyah* are adequate. 21 respondents (35%) strongly agreed, 35 (58.33%) agreed, 4 (6.67%) disagreed, while none of the respondents strongly disagreed. In other words, there are adequate exercises at the end of each chapter of *Al-ma'dubah Al-Adabiyyah*.

Hypotheses Testing

The results of the hypotheses tested in this study are presented in subsequent tables. All hypotheses were tested at the significant level of 0.05.

H₀₁: There is no significant difference between male and female Arabic teachers' evaluation of *Al-ma'dubah Al-Adabiyyah* text book.

In order to test this hypothesis, the responses of the teacher to the 25 statements of the questionnaire were coded on the statistical coding sheets on the basis of gender. The set of data were subjected to independent t-test and the output reveals thus:

Table Nine: the t-test Analysis showing the difference between male and female Arabic Teachers' Evaluation of *Al-ma'dubah Al-Adabiyyah* textbook

Variable	N	Mean	SD	df	t _{value}	Sig. 2 tailed	Decision
Male	46	54.2826	5.84496	58	0.292	0.771	Accept
Female	14	54.7857	4.9017				

Table Nine shows that the t-value is 0.292, which is not significant at 0.05 alpha level. Therefore, the null hypothesis one (1) which states that there is no significant difference between male and female Arabic teachers' evaluation of *Al-ma'dubah Al-Adabiyyah* text book is accepted.

H₀₂: There is no significant difference between qualified and unqualified Arabic teachers' evaluation of *Al-ma'dubah Al-Adabiyyah* text book.

In order to test the hypothesis two, the response of the Arabic teachers to the 25 statements that addressed assessment of *Al-ma'dubah Al-Adabiyyah* were coded on the statistical coding sheets on the basis of Arabic teachers' qualification. The set of data were then subjected to independent t-test, at alpha level of 0.05. The outcome shows thus:

Table Ten: the t-test Analysis of difference between qualified and unqualified Arabic Teachers' Evaluation of *Al-Madubbah Al-Adabiyyah* text book

Variable	N	Mean	SD	Df	t _{value}	Sig. 2 tailed	Decision
Qualified	43	56.7907	6.06142	58	2.267	0.021	Rejected
Unqualified	17	53.1765	3.97233				

Table Ten indicates that the t-value is 2.267, which is significant at alpha level 0.05. Therefore, the null hypothesis two is rejected. That is, there is a significant difference between qualified and unqualified Arabic teachers' evaluation of *Al-Madubbah Al-Arabiyyah* text book. This is in favour of Arabic qualified teachers with a mean of 56.7907 and the standard deviation of 6.06142, which are respectively, greater than the mean score of 53.1765 and the standard deviation of 3.97233 of the Arabic unqualified teachers.

H₀₃: There is no significant difference between experienced and less experienced Arabic teachers' evaluation of *Al-ma'dubah Al-Arabiyyah* textbook.

In order to test hypothesis three, the response of the teachers of Arabic to the 25 statement that addressed evaluation of *Al-Madubbah Al-Adabiyyah* textbook were coded on the statistical coding sheets on the basis of Arabic teacher experience. The set of data were then subjected to independent t-test, at alpha level of 0.05. The result reveals thus:

Table Eleven: the t-test Analysis showing the difference between experienced and less experienced Arabic teachers' evaluation of *Al-ma'dubah Al-Adabiyyah* Textbook

Variable	N	Mean	SD	Df	t _{value}	Sig. 2 tailed	Decision
Experienced	35	58.6571	6.43951	58	2.275	0.27	Rejected
Less Experienced	17	53.1765	3.97233				

Table Eleven shows that, the calculated t-value is 2.275 which is significant at the alpha level of 0.05. Therefore, significant difference exists between experienced and less experienced Arabic teachers' evaluation of *Al-ma'dubah Al-Arabiyyah* text book. This also in favour of experienced Arabic teachers, with a mean score of 58.6571 and standard deviation of 6.43951 which are respectively greater than the mean score of 55.3200 and the standard deviation of 4.13038 of the less experienced Arabic teachers

Summary of the Major Findings

The findings in the study could be summarized as follows:

1. the objectives of *Al-ma'dubah Al-Adabiyyah* Arabic literature textbook for senior secondary schools were clearly stated
2. the content of the book is congruent with the content of senior secondary school Arabic language curriculum
3. *Al-ma'dubah Al-Adabiyyah* Arabic literature book is readily made available.
4. *Al-ma'dubah Al-Adabiyyah* Arabic literature book is suitable for the age and educational level of the targeted students.
5. *Al-Madubah Al-Adabiyyah* Arabic literature book is durable as it has both extrinsic and intrinsic values.
6. This implies that the textbook does not contain adequate illustration.
7. There are adequate exercises at the end of each chapter of *Al-ma'dubah Al-Adabiyyah*.
8. There is no significant difference between male and female Arabic teachers' evaluation of *Al-ma'dubah Al-Adabiyyah* text book
9. There is a significant difference between qualified and unqualified Arabic teachers' evaluation of *Al-Madubbah Al-Arabiyyah* text book.
10. Significant difference exists between experienced and less experienced Arabic teachers' evaluation of *Al-ma'dubah Al-Arabiyyah* text book.

Discussion

It has been established from the findings of the study that the textbook '*Al-Madubbah Al-Arabiyyah*' received positive evaluation from the teachers particularly, in terms of its availability, clarity of objectives, consistency with the senior secondary school Arabic curriculum, suitability, durability and exercises while the book lags behind in term of adequacy of illustrations. The approach and the findings are in congruence with the findings of the previous relevant studies like those of Mohammadi and Abdi (2014), Lewicka and Waszau (2017), Al-Jarf and Mingazova (2020) and Aburub (2023) which have all evaluated different textbooks and have recorded strengths and weaknesses of the respective evaluated textbooks.

In addition, the findings of this study revealed that there is no significant difference between male and female Arabic teachers' evaluation of '*Al-ma'dubah Al-Adabiyyah*' text book. This however, contradicts the findings of Gerald, Augustine & Lucy (2013) which established the influence of gender in educational process. It was also found in this study that there is a significant difference between qualified and unqualified Arabic teachers' evaluation of *Al-Madubbah Al-Arabiyyah* text book. Likewise, significant difference exists between experienced and less experienced Arabic teachers' evaluation of *Al-ma'dubah Al-Arabiyyah* text book. These findings are tandem with the findings of Ishaq (2009), Olaoye (2012) and Owolabi and Adebayo (2012) which have respectively

established that teachers' qualification and years of teaching experience influenced their productivity.

Conclusion and Recommendations

Based on the findings of the study, it was concluded that *Al-ma'dubah 'Al-Adabiyyah* Arabic literature book is positively evaluated by most teachers of Arabic in Kwara State. The areas of strengths of the book include the clarity of the objectives of the book, its consistence with the senior secondary school Arabic language curriculum, its availability, suitability, durability and the adequacy of the exercises therein. While the area of weakness of the textbook is that it does not contain adequate illustration. In addition, no significant difference exists in the teachers' evaluation of the Arabic literature textbook based on gender. While they differed significantly in their evaluation of the book on the bases of academic qualification and year of teaching experience.

The following recommendations are put forward in the light of the findings and conclusions of the study:

1. *Al-ma'dubah Al-Adabiyyah* should be retained as a recommended Arabic textbook at SSS level. The book may be translated into English language for the benefit of students of Arabic who study the language through English.
2. Teachers of Arabic should make the best use of the book by taking the students through all exercises in it.
3. Government should assist in making the book more available by purchasing it in large number and get it stucked in the libraries across the secondary schools.
4. *Al-ma'dubah Al-Adabiyyah* should be revised and the new edition should contain adequate illustrations.

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